ROLE OF FAMILY ENVIRONMENT ON WORKPLACE ATTRIBUTES AMONG MALE AND FEMALE WORKING POPULATION: A COMPARATIVE STUDY

This dissertation is submitted for the partial fulfillment of the degree of M.Sc. in APPLIED PSYCHOLOGY (SPECIALIZATION IN CLINICAL PSYCHOLOGY)
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CERTIFICATE

This is to certify that the dissertation entitled "Role of Family Environment on Workplace Attributes among Male and Female Working population: A Comparative Study" submitted by Ankita Shankhari, a 2nd year M.Sc. student from the Applied Psychology with Clinical Specialisation, Sister Nivedita University, is bona fide work, which may be placed before the board of examiners for their evaluation. This is in partial fulfilment of the Degree of M.Sc. Applied Psychology with Clinical Specialization, Sister Nivedita University.

This is an original work done by the candidate and has not been submitted by her before in any form for any other degree at this university or any other university.

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PLAGIARISM DECLARATION

"I, **ANKITA SHANKHARI,** hereby declare that the research work, titled "Role of Family Environment on Workplace Attributes among Male and Female Working population: A Comparative Study", conducted by me has been completed with full honesty and integrity. I confirm that the work is original, and all sources of information have been appropriately acknowledged and cited.

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ABSTRACT:

In today's fast-paced work environment, understanding the impact of family dynamics on employees' professional experiences is crucial for fostering organizational well-being. The aim of this dissertation was to explore the existence of any relationship between the family environment variables, namely relationship dimension, personal growth dimension and system maintenance dimension, and the three aspects of the employees' work life, which are job satisfaction, workplace interpersonal conflict and workplace adjustment.

This cross-sectional quantitative study involved 120 on-site employees residing in Kolkata, utilizing self-report questionnaires, including the Family Environment Scale (Bhatia & Chadha, 1993), Job Satisfaction Scale (Spector, 1985), Workplace Interpersonal Conflict Scale (Wright et al., 2017), and Workplace Adjustment Scale (van Ruysseveldt et al., 2021). The data collected was then analysed with the help of the Statistical Package of Social Sciences version 20. Non-parametric statistics like Spearman correlation and Mann-Whitney U tests were used, as the data was found to be not normal.

Findings showed a significant positive link between the personal growth dimension and job satisfaction. No significant associations emerged between family environment variables and workplace interpersonal conflict. For workplace adjustment, the relationship and system maintenance dimensions were significantly related to both job responsibilities and social interactions, while personal growth was linked only to job responsibilities. No gender differences were observed.

These results emphasize the significant influence of family environment dynamics on employees' workplace adjustment and satisfaction, with potential implications for the development of targeted organizational policies, employee well-being and workplace integration.

Keywords: family environment, job satisfaction, workplace interpersonal conflict, workplace adjustment

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CHAPTER I

CHAPTER I: INTRODUCTION

The family, as the smallest component of society, is a dynamic social unit that includes economic, psychological, biological, legal, and social elements. It is the first social group we join involuntarily, and it has a lasting impact on our life. The family is more than just a group of closely related people who live together and interact on a daily basis; it also includes everyone connected by blood, marriage, or adoption. This diverse institution is critical in developing individual identities, imparting ideals, and offering emotional and practical assistance. Families are the major agents of socialisation, teaching children societal standards and instilling a permanent sense of belonging. Economically, families meet the material requirements of their members by pooling resources to ensure collective well-being. Traditionally, this meant that parents worked to support the family, while children assisted as they became older. However, industrialisation and societal changes have shifted traditional roles, with dual-income homes becoming more widespread and children prioritising education over employment.

Biologically, families ensure the survival of the human species through reproduction. Aside from this essential job, they nurture and protect offspring, promoting physical and emotional growth. Marriage and adoption are two legal components of family life that formalise connections and provide rights and duties among members. These legal structures help to ensure the stability of the family unit and safeguard vulnerable members, especially children.

Psychologically, families have an important role in supporting mental and emotional well-being. Supportive family situations promote self-esteem, resilience, and emotional regulation. In contrast, dysfunctional family dynamics can contribute to mental health issues, emphasising the significance of open communication, empathy, and mutual support.

Socially, families are the fundamental source of cultural values, beliefs, and traditions. They teach children about language, religion, customs, and social standards, assuring the preservation of cultural identity. Furthermore, families serve as a foundation for social networks, connecting people to extended family and the larger community.

Gökçe (1976) describes numerous fundamental aspects of families (Arslan, 2023). First, family is universal; it exists in all known human societies, demonstrating its critical significance in human survival and growth. Regardless of cultural differences, the family remains a fundamental structure that adapts to changing social and environmental conditions. Second, family is formed on emotional bonds. Emotional relationships between family members foster a sense of security, affection, and belonging, promoting both individual well-being and communal cohesion. Furthermore, the family possesses a shaping characteristic. It has a huge influence on its members' personality development, shaping their behaviours, attitudes, and beliefs. Parents, as primary carers, shape their children's moral and social development, imparting values that frequently last until adulthood. Furthermore, the family is limited in scope, usually consisting of a small, close-knit group of people. This limitation promotes connection and loyalty, resulting in a support network critical for emotional stability and

resilience. The family also serves as a focal point in the greater social structure. It serves as a microcosm of society, mirroring and reinforcing larger societal norms and expectations. Social rules govern family connections and duties. These regulations are impacted by cultural, religious, and legal contexts, ensuring that families operate in accordance with societal norms. Finally, the family exhibits both permanent and transient characteristics. While the family unit is a permanent social structure, individual members' responsibilities and relationships fluctuate over time owing to life phases.

Minuchin (1974) identifies two major aspects that influence family interactions. The first aspect involves ideas that are universally applicable to all families. One such principle is the hierarchical organisation of families. Parents and children often have different power dynamics, with parents assuming authority and providing guidance. This hierarchy promotes stability and order, allowing youngsters to grasp their duties and responsibilities. This structure may become more egalitarian as children age, especially in modern society where mutual respect and collaboration are more prized. (Arslan 2023)

The second aspect consists of hidden or open agreements that are unique to each family. These agreements evolve from everyday interactions and reflect the expectations that family members have for one another. For example, some families may prioritise shared meals as a daily bonding ritual, whilst others may value individual liberty and personal privacy. These implicit understandings influence the family's culture and feeling of identity. Akün (2013) emphasises the importance of such agreements in ensuring household peace along with cooperation (Arslan, 2023).

PERSPECTIVES OF FAMILY:

The **functionalist viewpoint** regards the family as an essential institution that ensures societal stability and continuity. Its primary duties include socialising children, providing emotional and financial support, regulating sexual behaviour, and shaping social identity. Murdock's (1949) cross-cultural survey of 250 households discovered four main tasks that were universally shared. The sexual function regulates sexual behaviour within a socially acceptable structure, which promotes stable relationships and societal order. The reproductive function promotes the survival of civilisation by creating a safe environment in which to raise offspring. The economic role entails pooling resources to support the material requirements of family members, thus fostering financial stability. Finally, the educational function socialises children by establishing cultural norms, values, and beliefs that will help them integrate into society as responsible individuals. Talcott Parsons (1951) developed Murdock's theory and advocated for the structural and functional theories, claiming that families in the twentieth century had only three roles: procreation, socialisation, and providing the expressive needs of adults. Nuclear families were thought to be the most suitable for these responsibilities. The male head of household performs the instrumental functions of the family, which include the provision of economic resources, whereas the adult female in the family, in this perspective, is responsible for the expressive activities. She was responsible not only for the children's care and socialisation, but also for providing emotional support to her husband. However, it was heavily

criticised in the 1960s for failing to explain poverty, social change, and social inequality. It supported the premise that inequality served to maintain societal homeostasis while pushing those who preferred an equitable distribution of resources. The theory also justifies the status quo by emphasising the dominance and advantage of a patriarchal societal order, which extends to patriarchal family views.

Social exchange theory, established by social economists in the late 1950s and early 1960s, proposes that people build and maintain connections based on expectations of mutual benefit, guided by ideas such as cost and reward (Nyle, 1979). In family dynamics, it gained traction in understanding mate selection (Rosenfeld, 2005), particularly in cultures with arranged marriages. However, the theory was criticised for ignoring broader cultural factors like laws and social conventions, as well as for supporting patriarchal structures in which men wield disproportionate authority. It also reduces human interactions to rational calculations, which ignore intuition and altruism (Sowers & Dulmus, 2008).

The conflict perspective: According to Rowbothom (1973), reproduction is both a hidden profit to capitalism and an unseen burden on the working class. Raising children reduces workers' ability to demand higher salaries since they are less inclined to strike or protest owing to family obligations. Women's subjugation — and their tolerance for male aggressiveness — is viewed as a reflection of workers' dissatisfaction with their lack of influence in the public realm. David Cooper (1972) expands on this theory in The Death of the Family, saying that families not only physically reproduce individuals but also ideologically educate youngsters to become obedient, submissive labourers. He thinks that parental authority trains children to accept capitalism's unfair, hierarchical structure. In this way, the family contributes significantly to the smooth operation of the capitalist system.

FAMILY ENVIRONMENT:

Ecological systems theory investigates how environmental interactions influence psychological development. This paradigm helps social scientists understand the relationships between the various contexts in which individuals live and interact. It combines the social, psychological, and biological sciences (Crawford, 2020).
Urie Bronfenbrenner, a Russian-American psychologist, proposed the idea, which highlights the interdependence of people and their circumstances. He believes that caring and encouraging environments lead to better developmental outcomes. Bronfenbrenner also noted that, while people are influenced by their circumstances, they have the ability to shape them. His paradigm has five nested levels: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The microsystem refers to a person's immediate surroundings, which include family, friends, colleagues, and other close ties. Bronfenbrenner put it this way: "a pattern of activities, roles, and interpersonal relations experienced over time by the developing person in a given setting with particular physical and material characteristics." Later, he elaborated, emphasising the feasibility of social or symbolic connections at this level, as well as the need for them to develop more complicated over time. The microsystem also contains a person's temperament, beliefs, and personality, all of which influence their behaviour and psychological development.

Direct experiences in the microsystem have a greater impact on development than indirect ones (Crawford, 2020).
The Mesosystem represents the relationships between different microsystems. Bronfenbrenner referred to it as "a system of microsystems" (Crawford, 2020). A mesosystem, for example, is formed by the relationship between home and employment, as well as their interaction. These linkages can either benefit or hinder an individual's development. Synergy between microsystems is crucial in development; when surroundings work together, they generate a more supportive network; when they disagree, they can intensify stress and impede progress.
The Exosystem consists of external environments that do not directly involve the individual but nonetheless have an impact. This includes government legislation, community services, and a parent's workplace. Although the individual does not directly participate in these contexts, they are affected by others who are members of their microsystem. For example, a parent who is experiencing work-related stress may unwittingly carry that tension home, influencing the child's environment and mental well-being, even if the youngster is not directly participating in the workplace.
The Macrosystem encompasses broader societal impacts, such as cultural conventions, values, and economic conditions. These overarching structures influence the patterns and interactions of all other systems. For example, a culture that values education may produce supportive school environments, resulting in improved outcomes for children.
The Chronosystem, which was later added to Bronfenbrenner's initial model, includes the concept of time in the developmental process. This encompasses both major life events (e.g., parental divorce, relocation) and the larger sociohistorical setting (e.g., growing up amid an economic downturn). Bronfenbrenner introduced the concept of "ecological transitions", which happen when an individual's role or environment changes, such as starting a new school or becoming a parent. He observed that these shifts continue to influence a person's development throughout their life (Crawford, 2020).

Family stress model: Family Stress Theory looks at how families react to and deal with stress, highlighting the fact that families are systems that may either adapt to difficulties or break down when put under pressure. The idea, which sprang from family sociology and psychology in the middle of the 20th century, initially aimed to explain how families deal with crises, especially when major disruptions like bereavement, illness, or financial difficulties have occurred. Its main goal is to comprehend the variables that affect a family's ability to adapt or whether they experience discomfort, taking into account both internal and external forces. Examining this hypothesis is crucial since family stress affects not just the individual but also other aspects of life, influencing social interactions, emotional health, and even job performance.

Sociologist Reuben Hill established the notion in the 1950s, emphasising how various stressors, such as financial troubles, marital issues, or illnesses, can undermine family homeostasis. Hill proposed the ABC-X model to describe how families perceive, manage, and recover from crises. In this paradigm, 'A' represents the original stressor or crisis occurrence, 'B' denotes the family's resources and coping strategies, and 'C' reflects the family's view of the

crisis. These three components interact to produce 'X', the outcome that decides whether the family goes through a crisis or effectively adapts to the situation.

Burr improved Hill's model in 1973, shifting the focus to 'X'—the degree of disruption and disorganisation caused by the family's failure to manage change. Burr introduced two key concepts that influence a family's response to a crisis: vulnerability, which refers to the family's ability to withstand the initial impact of a stressor based on available resources, and regenerative power, which reflects the family's ability to recover and restore stability after a crisis (Daneshpour, 2017).

McCubbin and Patterson expanded on the theory in 1983, producing the Double ABC-X Model of Family Stress and Adaptation. This model built on Hill's original framework by including the concept of time, emphasising that a family's response to stress is not a one-time occurrence but rather an ongoing process. The Double ABC-X model caters for the post-crisis phase, recognising that families frequently confront several overlapping stressors, known as the pileup of demands (aA). It also includes new resources (bB), changes in the family's view of the circumstance (cC), and adaptation results (xX), which indicate whether the family successfully adapts (bonadaptation) or continues to struggle (maladaptation). This model highlights that family stress emerges from an imbalance between demands and resources, with the family's perception of this imbalance determining whether they can restore stability or spiral into further crisis (Daneshpour, 2017; Malia, 2006).

WORK-FAMILY SPILLOVER:

An entire field of study has developed to examine the relationships between work and family life since Kanter (1977) questioned the idea that work and family are two distinct domains in her book Work and Family in the United States: A Critical Review and Agenda for Research and Policy (Grosswald, 2003). As a result, a number of theoretical models, such as the conflict, compensation, and spillover models, were created in an effort to explain this link.

The spillover concept explains the transfer of feelings, vitality, and abilities between the family and professional spheres. When low energy, exhaustion, or bad moods from one domain negatively impact the other, this is known as negative spillover (Grosswald, 2003). On the other hand, positive spillover occurs when favourable experiences from a certain role, such as time management or problem-solving abilities, improve performance or well-being in the other (Chen et al., 2009). Individual characteristics, the nature of work and family responsibilities, and the degree of organisational support available all influence the degree and direction of spillover (Grosswald, 2003). According to some studies, good spillovers, such as the ability to multitask or regulate emotions, can enhance both work and home responsibilities when properly fostered; however, negative spillovers can cause stress in family life (Grosswald, 2003).

Role conflict also occurs when job and family obligations collide, leading to friction in terms of time, energy, and conduct. But according to some, the quality of each role—rather than the number of roles—is more important in determining results (Grosswald, 2003).

According to Ashforth, Kreiner, and Fugate (2000), referenced in Chen et al. (2009), Boundary Theory states that people establish behavioural, cognitive, and physical boundaries—likened to "fences"—to distinguish between their duties in the home and at work. It is possible to either blur these lines, allowing integration (where the two worlds blend), or sharpen them, encouraging segmentation (where work and home remain distinct). Since people vary in their preferences for separating or combining their personal and professional lives, segmentation and integration are viewed as the two extremes of a continuum. Additionally, organisations differ in their support for these choices, offering resources and regulations that either permit integration or encourage segmentation, which affects how people handle their responsibilities (Chen et al., 2009).

The compensation theory assists the spillover model by implying that work and family responsibilities are balanced. Employees who are dissatisfied with one area, whether at work or at home, may seek fulfilment in another (Grosswald, 2003). Edwards and Rothbard (2000) distinguish two types of compensation: supplemental compensation, in which people seek positive experiences in one domain when the other lacks rewards, and reactive compensation, in which people seek contrasting experiences in one domain to balance out negative experiences in the other.

The conflict theory further expands on these ideas, proposing that work and family compete for limited resources like time, energy, and emotional availability. Conflict emerges when the demands of one role make it harder to meet the demands of another. Greenhaus and Beutell (1985) identified three specific types of conflict:

1. Time-based conflict occurs when several responsibilities compete for an individual's time. This can happen in two ways: (a) time constraints in one function make it physically impossible to fulfil duties in another, or (b) psychological preoccupation with one role hinders full participation in the other. It has been noted that work-family conflict is highly related to the amount of hours worked per week, as well as the total hours spent working and commuting combined, with longer hours putting a strain on the balance of professional and personal obligations. This tension becomes much more obvious when employees are compelled to work overtime on a regular or extended basis, especially if the overtime is unpredictable or mandated.Furthermore, shiftwork, particularly when schedules are erratic or continuously changing, makes it more difficult to establish a stable family life. Beyond the number of hours worked, the rigidity of work schedules contributes significantly to this tension. Employees have little to no control over their work hours, which limits their ability to attend to personal and family duties, exacerbating the effort to balance both realms. Thus, the extent to which a workplace provides for flexibility, along with an awareness of employees' particular requirements, can have a substantial impact on how common and severe work-family conflict becomes inside an organisation (Greenhaus & Beutell, 1985).

   Family roles that require a lot of time for family activities can lead to work-family conflict. Married people are more likely to face conflict than unmarried people, with parents of younger children facing greater difficulties than parents of older children.

Large families, which need more time, are also related with higher levels of conflict, especially among women whose spouses are intensely focused on their own work. In some cases, a husband's professional commitments may limit his participation in household responsibilities, increasing the expectations on his wife. Notably, a husband's work-family conflict appears to be unaffected by whether his wife works outside the home. Husbands of women in managerial or professional professions, on the other hand, face more work-family conflict than those whose wives work in nonmanagerial or nonprofessional fields. This could be owing to the longer hours and higher demands that come with such employment, putting additional pressure on spouses to take on more family obligations, causing a conflict between their work and home life (Greenhaus & Beutell, 1985).

2. Strain-based conflict — When stress from one function (e.g., anxiety, weariness, or impatience) affects performance in another. This type of conflict is exacerbated when psychological stress causes increased time consumption in one position, lowering availability for the other. Certain stressful work events, such as starting a new job, having a bad job-person match, or being disappointed by missed expectations, can cause weariness, anxiety, concern, or frustration, making it difficult to have a fulfilling non-work life. Family conflict has been linked to increased work-family conflict, but a supportive spouse can help mitigate it. When his wife is heavily involved outside the home, a husband with feminist attitudes, which are frequently manifested in supporting behaviours, may minimise her experience of work-family conflict. However, research reveals that women whose job views differ significantly from their husbands face greater conflict between home and work roles. Disagreements between spouses concerning family roles, as well as conflicting perspectives on the wife's profession, can exacerbate family friction. This divergence in essential beliefs can undermine the couple's mutual support system, increasing stress and worsening work-family conflict (Greenhaus & Beutell, 1985).
3. Behavior-based conflict — When certain behaviours are appropriate for one role but not for another. For example, attributes prized in family situations, such as emotional sensitivity and nurturance, may be seen as unprofessional or ineffectual in the job. Conversely, aggressiveness or detachment, which may be rewarded at work, might cause conflict or dissatisfaction in the home if those behaviours persist. According to several studies mentioned by Greenhaus and Beutell (1985), the behavioural styles that men frequently employ at work—characterized by impersonality, logic, power, and authority—may contrast with the more loving, emotionally responsive behaviours that their children desire at home. Furthermore, many young male managers describe feeling stuck between two competing behavioural and value systems: the emotional restraint required at work and the emotional openness anticipated by their families. This tension can produce a sense of conflict, making it difficult to balance both responsibilities effectively. (Greenhaus and Beutell, 1985).

Ultimately, these models emphasize that while work and family domains can create conflict, they also offer opportunities for mutual enrichment. The key lies in how individuals manage

boundaries, balance responsibilities, and leverage positive spillover to navigate the complex interplay between work and family life.

JOB SATISFACTION:

Job satisfaction relates to people's attitudes and sentiments towards their work. Positive and favourable attitudes imply job satisfaction, whilst negative and unfavourable attitudes suggest unhappiness. This gratification can be divided into two categories: emotive and cognitive. Affective work satisfaction is a one-dimensional, subjective construct that captures an individual's entire emotional response to their job. In contrast, cognitive work satisfaction entails a more objective, rational assessment of specific employment aspects. It focuses not on the subjective pleasure or enjoyment obtained from these aspects but on how satisfactory they are regarded to be — either in relation to personal expectations or to other employment. While cognitive job satisfaction is rooted in rational assessment, it can contribute to fostering affective job satisfaction, creating a more positive overall experience within the organization (Dugguh & Dennis, 2014)

Herzberg's Two-Factor Theory (1959) analyses job satisfaction and motivation by dividing them into two categories: motivators and hygiene elements. According to the notion, job satisfaction and dissatisfaction emerge from different sources: motivation and hygiene concerns. Motivators are fundamental employment characteristics that push individuals to perform effectively and attain personal and organisational goals, resulting in satisfaction. Hygiene aspects, on the other hand, are extrinsic elements of the workplace; while they do not always result in contentment, their absence might lead to unhappiness.

According to Weir (1976) and Syptak, Marsland & Ulmer (1999), referenced in Dugguh & Dennis, 2014, the following factors are directly related to the nature of the job and contribute to an individual's sense of fulfilment, encouraging them to perform.

Achievement: When workers solve challenges, attain important goals, or finish difficult jobs, they feel satisfied. Achievements increase motivation by fostering a sense of competence and advancement. Employees feel a sense of personal accomplishment when they launch a project effectively or meet a sales goal, for instance, and are motivated to strive for greater things.

Recognition: The worth of an employee's job is reinforced when their efforts and accomplishments are acknowledged, whether through official praise, prizes, promotions, or even casual expressions like "well done" are used. This affirmation from peers or bosses boosts their spirits and motivates them to keep working hard and being dedicated.

Work itself: Motivation is greatly influenced by the nature and content of the work. Intrinsic rewards come from engaging, demanding, and intriguing jobs. Employees are more likely to love what they do and remain dedicated when they believe their work has purpose or lets them use their skills. A graphic designer who likes to produce visually appealing content, for instance, will find fulfilment in the act of creating.

Responsibility: Being assigned important duties, making decisions, and exercising autonomy over one's job fosters a sense of ownership and pride. Employees are more invested in their

jobs when they believe they are held accountable for important achievements. This sense of responsibility boosts motivation by making people feel that their task is truly important.

Opportunity for advancement: Employees remain motivated when they have the opportunity to advance their careers, whether through promotions, expanded positions, or learning opportunities. When people see a clear road to success, they are more likely to stay engaged and put forth the effort required to advance. In contrast, a lack of opportunity for progress might result in stagnation and disengagement.

Pay: While Herzberg maintained that salary alone is insufficient to motivate employees, fair and competitive compensation is required to avoid unhappiness. Employees who feel underpaid or underappreciated may become frustrated and seek other possibilities, even if they enjoy their employment.

Supervision: Supportive, competent, and respectful managers play an important role in defining the employee experience. Good leadership provides advice, feedback, and a fair, approachable environment, allowing people to feel supported rather than micromanaged or overlooked.

Working conditions: The physical and psychological work environment, which includes variables like safety, cleanliness, proper equipment, lighting, noise levels, and workstation comfort, can have an impact on employees' well-being. Poor environments cause annoyance, discomfort, and diversions, which reduce productivity and enjoyment.

Company policies, administration, and procedures: Transparent, fair, and regularly applied policies foster a sense of stability and trust. However, inefficient, unclear, or overly inflexible policies may foster resentment and reduce productivity. For example, a complicated leave approval process may make staff feel unappreciated and limited.

Interpersonal relationships: Positive, respectful relationships with coworkers, managers, and subordinates help to foster a supportive and collaborative work environment. A healthy social environment promotes teamwork, lowers stress, and increases job satisfaction. In contrast, workplace disagreements, gossip, or poor team dynamics can all lead to tension and dissatisfaction.

Job security: Employees seek stability and predictability. Knowing that their job is secure, whether through permanent contracts, corporate stability, or performance-based reassurance, decreases tension and helps people focus on their work. In contrast, fear of layoffs or restructuring can lead to disengagement and stress.

According to Herzberg's theory, while enhancing hygiene elements can help to reduce dissatisfaction, true motivation and job satisfaction are achieved by improving motivational factors. This distinction stresses the necessity of providing an environment that not only provides fundamental requirements but also fosters personal development, achievement, and fulfilment.

WORKPLACE INTERPERSONAL CONFLICT:

Conflicts, disagreements, or altercations amongst coworkers are referred to as interpersonal conflict at work. Conflicting goals and duties, personality differences, communication styles, or work styles are just a few of the causes. Conflicts of this nature may occur within departments, between employees and supervisors, or even amongst coworkers. Unresolved or badly handled conflict can lead to low morale, a hostile workplace, and decreased productivity, even while some disagreement is acceptable and can foster creative thinking and productive conversation. On the other hand, effectively managing interpersonal conflict at work can strengthen ties, enhance team dynamics, and promote a more positive and cooperative corporate culture. To promote a calm and productive workplace, it is essential to understand the underlying causes and use appropriate conflict resolution strategies.
In order to preserve the social hierarchy and their own place within it, people are motivated by the desire for social identity to discriminate against others and favour their own group. A strong feeling of group identification, the size and strength of the group, and the perception of external threats are some of the important elements that impact the emergence of prejudices and the intensification of intergroup conflict. Furthermore, people frequently have an asymmetrical perspective, attributing bad features to outsiders and favourable traits to members of their own community. These dynamics are also shaped by the individual differences and personalities of the group members. Interpersonal conflict in the workplace can take many various forms, with relationship conflict and task conflict arising from distinct origins. Task conflict is more about the work itself than personal matters since it centres on disputes about the distribution of resources, organisational protocols, and interpretations of facts or judgements. Contrarily, relationship conflict arises from emotional tensions, personal incompatibilities, or perceived slights and frequently intensifies as a result of social and psychological elements related to bias and group identity (Gigol, 2019).

Nonetheless, the family continues to be an essential and complex organisation that develops with society while upholding its fundamental functions in fostering personal growth and forming communities. The family remains the main source of socialisation and emotional support, regardless of its economic, biological, psychological, social, and legal aspects. Functionalism, social exchange, conflict theory, and ecological systems are just a few of the theoretical stances that provide important insights into how families work, alter, and engage with larger social institutions.

Furthermore, the relationship between work and family life is becoming more and more important, as factors like job satisfaction, workplace adjustment, and interpersonal conflict affect both areas. While unresolved interpersonal issues at work may cause stress and tension in family life, high job satisfaction and a smooth transition to the workplace can lead to more positive family interactions. These interactions are highlighted by models such as the Work-Family Spillover and Family Stress Theory, which emphasise how personal resilience and external demands influence family well-being.

Ultimately, although families' composition and roles may change over time, their fundamental goal of ensuring safety, stability, and continuity never changes. Promoting healthier, more

balanced lives require an understanding of how employment variables interact with family dynamics, highlighting the family's ongoing importance in both personal growth and the stability of society as a whole.

WORK ADJUSTMENT:

Work adjustment is the ongoing process by which people adapt to the demands, responsibilities, and conditions of their jobs while striving for personal happiness and effectiveness. It entails striking a balance between meeting workplace expectations (such as performance standards and role responsibilities) and meeting personal demands such as job satisfaction, growth, and well-being. This process is dynamic, evolving when employees' responsibilities, work surroundings, or personal situations change. Successful job adjustment enables individuals to function efficiently, stay motivated, and maintain a sense of purpose in their roles. Poor job adjustment, on the other hand, can result in stress, unhappiness, and lost productivity; thus, it is critical for both employees and organisations to encourage adaptive tactics that promote a healthy, balanced work experience.

The Theory of Work Adjustment (TWA) is based on many fundamental assumptions regarding the dynamic relationship between the individual (P) and the work environment (E). First, P, as a living entity, has some necessary requirements that must be supplied, many of which are fulfilled by E. Second, P possesses the competencies necessary to accomplish these needs. Third, much of P's interaction with E revolves around meeting these demands. In the context of TWA, E represents the work environment – often a work organisation – which, like P, has unique requirements and capabilities. The relationship between P and E is described as parallel and complementary, which means that one side relies on the other to meet specific needs.

P meets some of E's requirements, and E also meets some of P's demands. When these exchanges are successful, both parties enjoy some level of satisfaction: P's satisfaction represents how well E meets their own wants, whilst E's satisfaction — known as satisfactoriness — denotes how well P meets the needs of the organisation. TWA distinguishes between these two types of satisfaction to emphasise that one does not necessarily imply the other. This distinction divides P into four alternative states: (1) satisfied and satisfactory, (2) satisfied but unsatisfactory, (3) dissatisfied but satisfactory, and (4) dissatisfied and unsatisfactory.

The ideal condition is the first, in which P is both satisfied and satisfactory, because it fosters maintenance behaviour, which means P is still motivated to maintain the relationship with E. In contrast, the other three states usually result in adjustment behaviour, in which P or E tries to change the circumstances to restore equilibrium. If these changes fail, the relationship may end, with P departing or getting fired. TWA refers to this continuing P-E relationship as tenure, or the amount of time P spends in E. Finally, satisfaction, satisfactoriness, and tenure are the three key markers of successful work adjustment in the TWA framework (Brown and Lent, 2005).

CHAPTER II

CHAPTER II: REVIEW OF LITERATURE

A person's behaviour, attitudes, and overall well-being are significantly influenced by their home environment. It encompasses the economic, social, and emotional contexts in which family members develop and communicate. A loving family environment characterised by support, open communication, and strong connections can significantly improve positive outcomes for individuals, such as greater academic achievement, increased emotional resilience, and increased work satisfaction. Conversely, a dysfunctional home environment marked by conflict, instability, and a lack of support can have detrimental impacts such as elevated stress levels, poor mental health, and difficulties establishing interpersonal relationships. As the primary socialisation component, the family has an impact on many facets of life, including education, employment, and personal development. The goal of this literature review is to investigate the complex links that exist between family environment and critical elements, with a focus on how it influences their professional well-being and ability to deal with challenges in both personal and professional domains. By reviewing prior research on the topic, the aim is to clarify how family dynamics affect personal growth and adjustment in three different contexts: workplace adjustment, job satisfaction, and interpersonal conflict at work.

Workers are increasingly factoring their family situations into work-related decisions as a result of rising female employment, an increase in dual-earner couples and single parents, and shifting values that prioritise work-life balance. Employees may choose to reduce their working hours due to important family commitments, or they may elect to leave their job due to a spouse's employment move. People are also motivated to work for themselves or start their own businesses to meet the wants and wishes of their families (Greenhaus & Powell, 2012).

The literature evaluated by Parasuraman et al. (1996) revealed two basic theoretical positions on the relationship between gender, work and family role expectations, time obligations, and work-family conflict. According to the first, known as the "rational approach", the amount of time spent on work and family tasks has a direct impact on work-family conflict and determines the direction of interference, whether family-to-work or work-to-family conflict. More work-related time is connected with more work-to-family conflict, while more family-related time is associated with more work-related conflict. The "gender-role perspective" maintains, on the other hand, that time spent in positions that violate conventional gender norms is more likely to result in work-family conflict than time spent in roles that adhere to them.

EXPLORING THE INTERPLAY BETWEEN WORK AND FAMILY DYNAMICS:

Parenthood and having children increase the time demands of the family role dramatically. These elements have been identified as the primary drivers of family-role stress, which can harm parents' well-being regardless of their employment situation (Parasuraman et al., 1996). Work-family dynamics theoretical models and associated studies have demonstrated how social support, particularly spouse support, influences the well-being of two-career couples. Support is the transfer of resources from one partner to another with the objective of supporting the recipient and increasing his or her well-being, and it functions as an interpersonal coping

resource. Support from spouses has been found to influence women's work priorities, dedication to their careers, as well as career objectives and choices (Parasuraman et al., 1996).

Parasuraman et al. (1996) identified two categories of spouse assistance related to work-family conflict among entrepreneurs: instrumental support and informational or emotional support. Child care and housework aid are examples of tangible assistance from a partner, often known as instrumental support. By lessening the pressures of family responsibilities, this type of assistance allows them to devote more time and effort to their professional obligations. On the other side, informational or emotional support can take the shape of counselling, encouragement, and displays of concern and care. This form of support can reduce the perceived intensity of work-family conflict by enhancing employees' sense of self-efficacy.

According to him, informational support has a negative impact on family-work problems. The value of a supportive partner in balancing work and family duties is underscored by the fact that both types of assistance are associated with improved family satisfaction and lower overall stress levels. He also noted a negative association between time spent with family and both work-to-family and family-to-work conflict, as well as a positive relationship between work-to-family conflict and time spent working.

EXAMINING GENDER-BASED VARIATIONS IN THE WORK-FAMILY RELATIONSHIP:

The Sex Role Theory investigates how cultural expectations and societal norms shape people's gender-specific duties, attitudes, and behaviours. It indicates that people are socialised into specific roles from a young age, with women often serving as carers and men as breadwinners. These positions influence how people balance their job and family duties, as well as their personal identities. In a study of entrepreneurs, Parasuraman et al. (1996) discovered a relationship between gender and time commitment to job and family. Male entrepreneurs, as expected, spend far more time working and less time with their families than female entrepreneurs. Male entrepreneurs were more involved in their jobs, had more instrumental support from their wives, and spent more time at work and less time with their families than female entrepreneurs.

According to studies mentioned in Keene and Reynolds (2005), women frequently experience work-family conflict as a result of navigating a work culture that was originally established with male employees in mind. The findings show that employed women are especially prone to family-related interference in their work life because they bear a greater share of household tasks than men. Furthermore, women are twice as likely as men to create work boundaries to preserve their family life, such as lowering work hours, denying overtime, turning down positions requiring travel, or declining advancements that require relocation. Interestingly, women who make these modifications report feeling less balanced than those who do not, although males who make identical changes feel more balanced.

In contrast to earlier research, Paliwal and Soni's (2024) study of Indian working women in Delhi examined the relationship between their family environment, self-esteem, and job

satisfaction. The findings showed no significant correlation between job satisfaction and family expression; however, joint-family women are more satisfied with their jobs than nuclear-family women, and older women are more satisfied with their jobs and have better self-esteem than younger women.
A study by Bhagat & Khanam (2024) examined the relationship between role conflict, organisational commitment, and work satisfaction among corporate employees, examining notable gender disparities within these dynamics. The study did not take sides. They assert that role conflict, organisational commitment, and work satisfaction do not significantly differ by gender. Furthermore, there was no discernible relationship between role conflict and organisational commitment or work satisfaction.

UNDERSTANDING THE ROLE OF FAMILY DYNAMICS IN JOB SATISFACTION:

The word 'job satisfaction' relates to people's attitudes and sentiments towards their work. Positive and favourable views towards the job reflect job satisfaction. Negative and unfavourable attitudes towards the job reflect work discontent (Armstrong, 2006); however, Paul E. Spector (1997) defined it as the degree to which an individual enjoys their employment.

Jacobson et al. (2024) conducted research on Hispanic professionals in the US workforce to obtain insight into their particular cultural values, attitudes, and practices, as well as their potential impact on work-family conflict and job satisfaction. Their research found that family support is inversely connected with work interfering with family (WIF), implying that those who receive more emotional and practical support from their families have fewer work-related issues that spill over into their personal lives. Furthermore, family support is positively connected with job satisfaction, implying that having a strong support system at home leads to a more meaningful and balanced work experience.

Demirel and Erdamar (2009) revealed similar results in their investigation of the association between family ties and job satisfaction among Turkish primary school teachers. Their findings demonstrated that family links accounted for 8.9% of the variance in participants' job satisfaction, highlighting the importance of family ties in building a healthy work environment.

In order to investigate the impact of family emotional support on job satisfaction and turnover intentions, Ganji and Johnson (2020) did additional research on female job responses in developing countries. According to the findings, family emotional support improved both job satisfaction and desire to leave. It was discovered that psychological capital served as a partial mediator in the association between job satisfaction and emotional social support from family. According to the literature reviewed and cited by Parasuraman et al. (1996), spousal support influences women's job and family satisfaction, whereas overall work-family conflict is associated with lower levels of job, family, and life satisfaction, as well as increased life stress and symptoms of poor mental and physical well-being.

Boey's (1998) study also highlights the importance of family support in improving job satisfaction and supporting individuals who are experiencing high levels of stress at work in

establishing coping methods. The findings revealed that nurses who reported higher levels of job satisfaction were more likely to employ coping mechanisms such as issue orientation, skill development, and perspective shifting, which helped them deal with stress. Surprisingly, these nurses reported receiving more assistance from their families than their troubled colleagues, showing that a strong network of family support may be an important line of defence against workplace stress. They appeared to be more emotionally resilient and satisfied with their work as a result of feeling supported. Nurses who experienced high levels of stress and had poor job satisfaction were more likely to employ defensive or avoidance coping methods, emphasising the protective role that family support plays in fostering healthier, more positive coping mechanisms.

EXPLORING THE NATURE AND IMPACT OF WORKPLACE INTERPERSONAL CONFLICT

Workplace interpersonal conflict refers to tensions, conflicts, or confrontations that happen between employees in a professional setting. Personality differences, values, communication styles, and opposing interests are frequently the source of these confrontations. While some disagreement can stimulate diversity and innovation, unresolved or badly managed conflicts can create a toxic work environment, reduce productivity, and cause mental discomfort. Minor misunderstandings or passive-aggressive behaviours may initiate such disagreements, but they can quickly evolve into escalated confrontations. Understanding the reasons and dynamics of these confrontations is essential for developing strong working relationships, improving teamwork, and creating a supportive, productive work culture.

The family context has a considerable impact on how employees perceive and respond to such issues. Families that prioritise open communication, emotional support, and effective conflict resolution skills — key components of the family environment scale's relationship dimensions — may provide individuals with healthier coping strategies, promoting patience, empathy, and constructive dialogue in professional settings. In contrast, family environments characterised by frequent conflict, poor communication, or rigid structures (reflecting weaker personal growth and system maintenance dimensions) can carry over into the workplace, resulting in increased emotional reactivity, misinterpretations, and difficulty managing interpersonal conflicts. Thus, family dynamics have a significant impact on employees' emotional control and social behaviour, determining how they approach and handle workplace issues.

Interestingly, Lim and Lee (2011) question this notion, demonstrating that family support may not always act as a protective buffer. Their study of 180 Singaporean employees looked at the links between workplace incivility, work-family conflict, and family support. The findings revealed that employees with more family support had stronger links between workplace incivility and bad outcomes. The relationships between supervisor incivility and work-family conflict, colleague incivility and perceived unfairness, and coworker incivility and sadness were more pronounced among employees with stronger family support. This shows that, while family support is commonly seen to be a buffer against workplace stress, it may also increase individuals' emotional sensitivity to abuse at work, so increasing the emotional toll and exacerbating the spillover effects into their personal lives.

To support this complicated dynamic, Ju et al. (2020) investigated workplace bullying and incivility in the Chinese construction industry, focusing on the psychological processes of mediation and moderation. Their findings revealed that abusive supervision contributes to greater work-family conflict, with employees' psychological distress acting as a mediator. In other words, abuse at work causes emotional distress, which exacerbates work-family conflict. Furthermore, family support served as a moderator, magnifying the direct and indirect impacts of abusive monitoring. Employees with higher family support appeared to perceive these negative consequences more acutely, maybe because professional stress spilling over into family life felt more substantial when family connections are highly valued.

Similarly, Sharma and Mishra (2021) investigated the relationship between family incivility and a tendency to commence incivility towards subordinates in the job. Their study looked at family emotional weariness as a mediating factor. The findings revealed that family emotional exhaustion bridges the gap between family incivility and workplace incivility, implying that experiencing incivility at home causes emotional weariness, which enhances the risk of engaging in uncivil behaviour at work. Furthermore, the study discovered that mindfulness reduces the effect of family incivility on emotional weariness. This means that employees who practise mindfulness may be more resilient to the emotional strain of negative family interactions, lowering the likelihood of dissatisfaction manifesting as incivility at work.

LINKING FAMILY DYNAMICS TO EMPLOYEE ADJUSTMENT IN THE WORKPLACE

Workplace adjustment is the process by which people adapt to the needs, culture, and expectations of their workplace. This adjustment is critical for both personal well-being and organisational success since it affects job performance, job satisfaction, and overall retention. Work adjustment is more than just adapting to specific job responsibilities; it also includes an individual's general adaptability to their larger work environment. This includes adjusting to numerous external circumstances that affect their profession, responding to changes in these aspects over time, and aligning with their own evolving traits. It entails an individual's capacity to adapt to their employer, boss, and coworkers while meeting job requirements. It also includes adapting to changing job market conditions and matching personal aptitudes, interests, and temperament with the professional landscape, all of which together comprise the broad idea of work adjustment (Scott, T.B. et al., 1960).

Employees who effectively negotiate workplace transitions frequently exhibit a combination of flexibility, resilience, and proactive behaviour, altering their attitudes, behaviours, and work practices to fit their responsibilities. Beyond individual effort, organisational support, leadership style, and family environment all have a significant impact on how well employees adapt. As modern workplaces grow more dynamic, understanding the principles of workplace adjustment is critical for creating healthier, more productive work environments.

Among the different aspects impacting workplace adjustment, family support appears as an important but frequently overlooked component. A strong, supportive family environment can provide emotional encouragement, practical assistance, and a sense of security, allowing

individuals to overcome job problems more effectively. Family support can help to reduce work-related stress, boost emotional resilience, and encourage people to use proactive coping skills like problem solving and perspective shifting.

Caligiuri et al., 1998, evaluated 110 families of MNC employees who had been relocated on global assignments with the goal of examining expatriate families' adjustment while on global assignments as a precursor to expatriates' adjustment to working in a new country. The findings indicated that family adjustment acts as a mediator in the association between family characteristics such as family support, communication, and adaptability and expatriate adjustment to working in a host nation. This is consistent with spillover theory, which holds that experiences in one sector of life might transfer to another. In this case, the expatriate's employment adaptation influences the family's cross-cultural adjustment, demonstrating the interconnectedness of personal and professional adjustment processes.

Chen et al. (2014) conducted a study on 221 Taiwanese male flight attendants to investigate the links between work adjustment, family support, and gender roles. The study sought to better understand how these characteristics influence men's work adjustment in this unique professional context. The results demonstrated that both gender roles and family support had a substantial impact on the participants' capacity to adjust to their work environment, emphasising the relevance of social and familial support networks in allowing smoother workplace adaptation.

According to Dubey and Soni (2023), a well-adjusted individual may efficiently adapt to their surroundings in a healthy manner, meeting their expected tasks while making valuable contributions to their family, friends, peers, and society at large. Their study, which focused on first-year college students, discovered that both family and peer support were favourably related to overall adjustment. However, family support and adjustment had a greater link than peer support and adjustment. This gap can be linked to India's collectivistic culture, in which family values and support structures are more important and influential than friendships and acquaintances.

CHAPTER III

CHAPTER III: METHOD

AIM: The current study is concerned with how family dynamics affect employees' work lives. Specifically, it examines how various aspects of the family environment—namely relationship dimensions, personal growth dimensions, and system maintenance dimensions—influence employees' ability to manage interpersonal conflicts at work, experience job satisfaction, and engage in proactive workplace adjustment behaviors. Additionally, the study aims to explore whether these relationships differ based on gender, thereby shedding light on potential gender-based variations in the impact of family dynamics on work-related outcomes.

OBJECTIVE: To investigate the relationship between the family environment's characteristics of relationship, personal growth, and system maintenance and employees' job satisfaction, workplace interpersonal conflict, and workplace adjustment in terms of job responsibilities and social interactions. Further, to check if or not there are any notable gender disparities between these relationships.

HYPOTHESES:

Hypotheses on family environment and job satisfaction:

H_0 1.1: There is no significant relationship between the relationship dimension of the family environment and the job satisfaction of the employees.

H_a 1.2: There is a significant relationship between the relationship dimension of the family environment and the job satisfaction of the employees.

H_0 1.2: There is no significant relationship between the personal growth dimension of the family environment and the job satisfaction of the employees.

H_a 1.2: There is a significant relationship between the personal growth dimension of the family environment and the job satisfaction of the employees.

H_0 1.3: There is no significant relationship between the system maintenance dimension of the family environment and the job satisfaction of the employees.

H_a 1.3: There is a significant relationship between the system maintenance dimension of the family environment and the job satisfaction of the employees.

Hypotheses on family environment and workplace interpersonal conflict:

H_0 2.1: There is no significant relationship between the relationship dimension of the family environment and workplace interpersonal conflict of the employees.

H_a2.1: There is a significant relationship between the relationship dimension of the family environment and workplace interpersonal conflict of the employees.

H_0 2.2: There is no significant relationship between the personal growth dimension of the family environment and workplace interpersonal conflict of the employees.

H_a 2.2: There is a significant relationship between the personal growth dimension of the family environment and workplace interpersonal conflict of the employees.

H_0 2.3: There is no significant relationship between the system maintenance dimension of the family environment and workplace interpersonal conflict of the employees.

H_a 2.3: There is a significant relationship between the system maintenance dimension of the family environment and workplace interpersonal conflict of the employees.

Hypotheses on family environment and work adjustment:

H_0 3.1(a): There is no significant relationship between the relationship dimension of the family environment and adjustment to job responsibilities of the self-initiated work adjustment learning among the employees.

H_a 3.1(a): There is a significant relationship between the relationship dimension of the family environment and adjustment to job responsibilities of the self-initiated work adjustment learning among the employees.

H_0 3.1(b): There is no significant relationship between the relationship dimension of the family environment and adjustment to social interactions of the self-initiated work adjustment learning among the employees.

H_a 3.1(b): There is a significant relationship between the relationship dimension of the family environment and adjustment to social interactions of the self-initiated work adjustment learning among the employees.

H_0 3.2(a): There is no significant relationship between the personal growth dimension of the family environment and adjustment to job responsibilities of the self-initiated work adjustment learning

H_a 3.2(a): There is a significant relationship between the personal growth dimension of the family environment and adjustment to job responsibilities of the self-initiated work adjustment learning among the employees.

H_0 3.2(b): There is no significant relationship between the personal growth dimension of the family environment and adjustment to social interactions of the self-initiated work adjustment learning among the employees.

H_a 3.2(b): There is a significant relationship between the personal growth dimension of the family environment and adjustment to social interactions of the self-initiated work adjustment learning among the employees.

H_0 3.3(a): There is no significant relationship between the system maintenance dimension of the family environment and adjustment to job responsibilities of the self-initiated work adjustment learning among the employees.

H_a 3.3(a): There is a significant relationship between the system maintenance dimension of the family environment and adjustment to job responsibilities of the self-initiated work adjustment learning among the employees.

H_0 3.2(b): There is no significant relationship between the system maintenance dimension of the family environment and adjustment to social interactions of the self-initiated work adjustment learning among the employees.

H_a 3.2(b): There is a significant relationship between the system maintenance dimension of the family environment and adjustment to social interactions of the self-initiated work adjustment learning among the emplyees

Hypotheses on gender differences in family environment:

H_0 4.1.1: There is no significant gender difference in the relationship dimension of the family environment.

H_a 4.1.1: There is a significant gender difference in the relationship dimension of the family environment.

H_0 4.1.2: There is no significant gender difference in the personal growth dimension of the family environment.

H_a 4.1.2: There is a significant gender difference in the personal growth dimension of the family environment.

H_0 4.1.3: There is no significant gender difference in the system maintenance of the family environment.

H_a 4.1.3: There is no significant gender difference in the system maintenance of the family environment.

Hypotheses on gender differences in job satisfaction:

H_0 4.2: There is no significant gender difference in job satisfaction.

H_a 4.2: There is a significant gender difference in the job satisfaction.

Hypotheses on gender differences in workplace interpersonal conflict:

H_0 4.3: There is no significant gender difference in workplace interpersonal conflict.

H_a 4.3: There is a significant gender difference in the workplace interpersonal conflict.

Hypotheses on gender differences in work adjustment:

H_0 4.4(a): There is no significant gender difference in the adjustment to job responsibilities of the self-initiated work adjustment for learning.

H_a 4.4(a): There is a significant gender difference in the adjustment to job responsibilities of the self-initiated work adjustment learning.

H_0 4.4(b): There is no significant gender difference in the adjustment to social interactions of the self-initiated work adjustment learning.

H_a 4.4(b): There is a significant gender difference in the adjustment to social interactions of the self-initiated work adjustment learning.

VARIABLES USED:

- Family Environment (Relationship Dimension, Personal Growth Dimension and System Maintenance Dimension)
- Job Satisfaction
- Workplace Interpersonal Conflict
- Workplace Adjustment (Adjustment to Job Responsibilities and Adjustment to Social Interaction)

OPERATIONAL DEFINITIONS OF THE VARIABLES:

- **Family Environment:** It refers to the quality and quantity of the cognitive, emotional and social support that has been available to the child within in the family Bhatia and Chadha (2004) have illustrated eight aspects of family environment: cohesion, expressiveness, conflict and acceptance and caring as a relationship dimension; independence and active recreational orientation as a personal growth dimension; and organisation and control as a system maintenance dimension.
- **Job Satisfaction:** Spector (1997) defines job satisfaction as the extent to which employees like their jobs. According to him, there are nine facets that can contribute to the satisfaction of an employee with their work: Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Coworkers, Nature of Work, Communication:
- **Workplace Interpersonal Conflict:** Barki & Hartwick, (2004), cited in Wright et al. (2017), defined it as a dynamic process that occurs between interdependent parties as they experience negative emotional reactions to perceived disagreements and interference with the attainment of their goals.
- **Workplace Adjustment:** van Ruysseveldt et al. (2021) introduced the concept of self-initiated workplace adjustment learning, referring to work adjustment efforts of

employees that contribute to an increase of the learning potential of their job and a better correspondence between skill requirements and skill abilities through learning.

PARTICIPANTS OF THE STUDY:

The sample consisted of Kolkata-based employees aged 18 and above who were actively working on-site. The total number of participants was concluded to be 120 individuals, consisting of 58 females and 62 males. To capture a broad range of perspectives, participants were selected from diverse professional backgrounds rather than being limited to a single occupation. The sample included individuals working in corporate roles—such as managers, executives, consultants, planners, developers, analysts, and clerks—as well as professionals from academia (teachers, lecturers, and professors) and healthcare (doctors, nutritionists, and health coaches).

INCLUSION CRITERIA:

- Age above 18 years.
- Resident of Kolkata.
- Currently working on site.

EXCLUSION CRITERIA:

- People who are working on remote jobs or are working from their homes.
- People who are entrepreneurs or are freelancers.
- People who have a history of diagnosed psychiatric illness.

SAMPLING TECHNIQUE:

This particular study required a purposive sampling to meet the inclusion and exclusion criteria effectively for it to serve the purpose of the study.

TOOLS USED:

INFORMATION SCHEDULE: The information schedule began with asking for verbal consent as to whether or not participants were willing to participate, followed by signing the consent form provided with the questionnaires. The sociodemographics section followed, in which participants were asked about their age, gender, marital status, family types, children (if any), educational background, diagnosed physical and psychiatric illnesses in both themselves and their families, job title, department, length of employment, and job level.

THE FAMILY ENVIRONMENT SCALE (Bhatia, H., & Chadha, N. K., 1993).

The scale is based on the 1974 Family Environment Scale developed by Moos. Although the concept of dimensions was taken from Moos' scale, all the subscales in each dimension were operationally defined with certain modifications of original definitions. Three of the original

subscales were dropped, and one new subscale was added. The responses are scored on the basis of a Likert scale, with positive items being 5 at strongly agree and negative items being 5 at strongly disagree. The reliability of this test was tested by the split-half method, where the present scale was split into two halves, followed by correlating the scores of each dimension. The reliability coefficient of the whole scale was measured by the Spearman-Brown Prophecy formula and was found to be 0.95. The face and content validity were tested by the experts, and only the items that had received 75% from every expert were retained, thus leading to the final scale of 69 items.

Relationship Dimensions
a) Cohesion: The level of commitment, assistance, and emotional support that family members provide to each other.
b) Expressiveness: The degree to which family members are encouraged to openly share their thoughts and emotions.
c) Conflict: The frequency and intensity of openly displayed disagreements and tension among family members.
d) Acceptance and Caring: The extent to which family members feel unconditionally accepted and the ways caring behaviors are shown within the family.

Personal Growth Dimensions
a) Independence: The degree to which family members feel empowered to assert themselves and make decisions independently.
b) Active-Recreational Orientation: The level of engagement in social and recreational activities as a family.

System Maintenance Dimensions
a) Organization: The importance placed on maintaining a clear and structured approach to planning family activities and responsibilities.
b) Control: The extent to which rules, limits, and routines are established, followed, and enforced within the family.

JOB SATISFACTION SCALE (Spector, 1985):

The Job Satisfaction Survey, JSS, is a 36-item, nine-facet scale to assess employee attitudes about the job and aspects of the job. Each facet is assessed with four items, and a total score is computed from all items. A summated rating scale format is used, with six choices per item ranging from "strongly disagree" to "strongly agree". Items are written in both directions, so about half must be reverse scored. The internal consistency of the total scale on a sample of 2870 was found to be 0.91. The 9 facets the scale measures are:
Pay: Satisfaction with the salary and financial compensation received for the job.
Promotion: Perception of fairness and opportunities for career advancement within the organisation.
Supervision: Satisfaction with the competence, support, and leadership style of one’s supervisor.
Fringe Benefits: Contentment with additional benefits like health insurance, paid leave, and

retirement plans.
Contingent Rewards: Satisfaction with performance-based recognition, bonuses, and rewards.
Operating Procedures: Perceptions of the fairness, reasonableness, and clarity of organizational rules and policies.
Coworkers: Satisfaction with relationships, collaboration, and camaraderie among colleagues.
Nature of Work: The level of interest, enjoyment, and fulfilment derived from daily job tasks.
Communication: Satisfaction with the flow of information, transparency, and clarity of communication within the organization.
The Responses to the items are numbered from 1, representing strongest disagreement, to 6, representing strongest agreement, with each.
A score between the ranges of 36 and 108 suggests dissatisfaction, while a score between 144 and 216 suggests satisfaction, and a score between 108 and 144 suggests ambivalence.

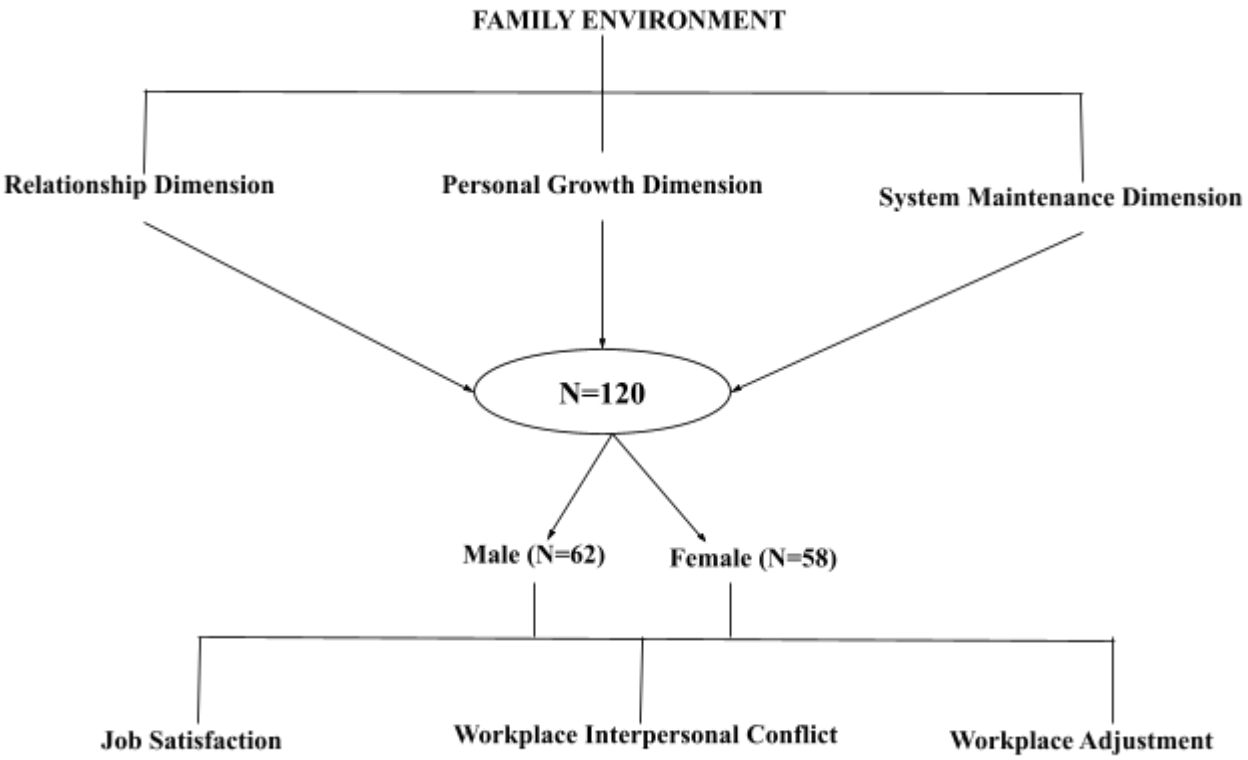
THE WORKPLACE INTERPERSONAL CONFLICT SCALE (Wright et al., 2017):

The psychometric properties of this scale resulted from three different studies conducted by the author, leading to the overall conclusion of the robust ability of the scale to measure workplace interpersonal conflict.
The Cronbach's alpha was found to be 0.92, 0.88, and 0.91 in all three studies conducted, suggesting an acceptable internal consistency. Construct validity was assessed by inter-item correlation, which ranged from 0.49 to 0.78, 0.26 to 0.73, and 0.51 to 0.73 in three respective studies, all of which suggested that they were above the cutoff value provided by Gliem & Gliem (2003), cited in Wright et al. (2017).
The items are scored in the Likert scale format, with 1 being never and 5 being always.

SELF-INITIATED WORKPLACE ADJUSTMENT LEARNING (van Ruysseveldt et al., 2021):

The psychometric properties of the scale indicate that it has a clear two-dimensional structure and that the sub-scales possess sufficient internal consistency. Cronbach’s alpha was 0.86 for adjusting job responsibilities and 0.75 for adjusting social interactions, which is well above the required 0.70 (Nunnally and Bernstein, 1994), cited in van Ruysseveldt et al. (2021). To establish the validity of the self-initiated workplace adjustment learning (SIWAL) sub-scales, three forms of validity were examined: convergent, divergent, and concurrent validity. Convergent validity was supported by positive and significant correlations between the SIWAL sub-scales and employee engagement in learning activities, indicating that the scales effectively capture the intended construct. Divergent validity was demonstrated by weak or non-significant relationships between the SIWAL sub-scales and emotion-focused coping, suggesting that the scales measure a distinct construct unrelated to coping strategies. Furthermore, concurrent validity was confirmed through significant positive correlations between the SIWAL sub-scales and dispositional learning goal orientation, indicating that the scales align with related, established measures of learning motivation. The responses are scored in a Likert scale format, with 1 being never and 5 being often.

RESEARCH DESIGN:



PROCEDURE:

Data collection began by approaching employees as they exited their office buildings during scheduled breaks. Participants were first informed about the purpose of the study, and their informed consent was obtained prior to distributing the questionnaires. Key elements of the consent process included assurances that all collected data would be used solely for academic purposes, confidentiality would be maintained throughout the study, and no harm would come to any participant as a result of their involvement.

Some participants expressed concerns about the honesty of their responses, asking questions such as, *"Is it really okay to share my real opinions about my current organisation?"* To address these concerns, researchers explained that responses would be coded numerically and used only in aggregate form for data analysis. Once reassured of anonymity and confidentiality, participants were more willing to complete the questionnaires.

STATISTICAL ANALYSIS:

This study employed descriptive analysis like mean and standard deviation along with non-parametric inferential statistics like Spearman correlation and Mann-Whitney U test. To investigate the relationships between the family environment variables and workplace attributes, Spearman correlation was used, while to test the gender differences among these relationships, the Mann-Whitney U Test was used. All these analyses were made with the Statistical Package for the Social Sciences version 20.

CHAPTER IV

CHAPTER IV: RESULTS

Table 1: Values of the mean and standard deviation for both the family environment variables and workplace variables:

Variables	Mean	Standard Deviation
Relationship dimension	169.02	27
Personal Growth Dimension	61.83	8.694
System Maintenance Dimension	23.19	4.003
Job Satisfaction	137.73	28.699
Workplace Interpersonal Conflict	14.58	5.246
Self-initiated workplace adjustment: adjustment to job responsibilities	11.31	2.445
Self initiated workplace adjustment: adjustment to social interactions	14.83	3.607

Table 2.1: Values of the mean and standard deviation for both the family environment variables and workplace variables of females:

	Variables	Mean	Standard Deviation
FEMALE (N=58)	Relationship dimension	168.38	28.56
	Personal Growth Dimension	61.53	9.51
	System Maintenance Dimension	23.10	4.042
	Job Satisfaction	140.19	28.55
	Workplace Interpersonal Conflict	14.76	5.81
	Self-initiated workplace adjustment: adjustment to job responsibilities	11.38	2.254
	Self initiated workplace adjustment: adjustment to social interactions	14.77	3.783

Table 2.2 Values of the mean and standard deviation for both the family environment variables and workplace variables of males:

	Variables	Mean	Standard Deviation
MALE (N=62)	Relationship Dimension	169.61	25.67
	Personal Growth Dimension	62.11	7.91
	System Maintenance Dimension	23.27	3.99
	Job Satisfaction	135.44	28.87
	Workplace Interpersonal Conflict	14.40	4.69
	Self-initiated workplace adjustment: adjustment to job responsibilities	11.24	2.62
	Self initiated workplace adjustment: adjustment to social interactions	14.89	3.46

Table 3: Skewness and kurtosis of both the variables of family environment and workplace variables:

Variables	Skewness	Kurtosis
Relationship dimension	-0.76 (0.22)	0.93 (0.43)
Personal Growth Dimension	-0.46 (0.22)	0.68 (0.43)
System Maintenance Dimension	-0.59 (0.22)	-0.04 (0.43)
Job Satisfaction	-0.21 (0.22)	0.83 (0.43)
Workplace Interpersonal Conflict	0.41 (0.22)	0.39 (0.43)
Self-initiated workplace adjustment: adjustment to job responsibilities	-0.72 (0.22)	1.77 (0.43)
Self initiated workplace adjustment: adjustment to social interactions	-0.86 (0.22)	1.42 (0.43)

Table 4: Values of the normality of the variables of the whole population:

Variables	Kolmogorov-Smirnov	Shapiro-Wilk
Relationship dimension	0.015	0.001

Personal Growth Dimension	0.096	0.103
System Maintenance Dimension	0.005	0.001
Job Satisfaction	0.039	0.043
Workplace Interpersonal Conflict	0.00	0.00
Self-initiated workplace adjustment: adjustment to job responsibilities	0.00	0.00
Self initiated workplace adjustment: adjustment to social interactions	0.001	0.00

According to the normality tests, only the personal growth dimension was found to be normal, as per the Kolmogorov-Smirnov test. The other variables, which included the relationship dimension, the system maintenance dimension of the family environment scale, job satisfaction, interpersonal conflict at work, adjustment to job responsibilities, and social interaction of the self-initiated workplace adjustment scale, were found to not have a normal distribution. As a result, non-parametric statistics were used to determine whether any relationships existed between the variables.

Graphical Representations of the variables:

Figure 1: Graphical representation of the histogram distribution of the relationship dimension of the family environment scale.

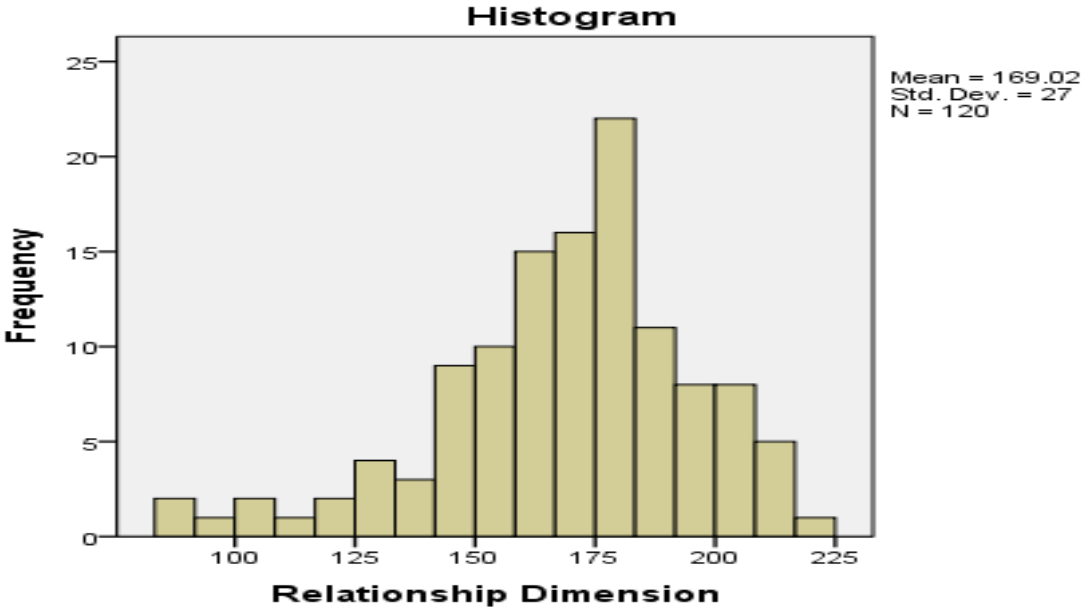


Figure 2: Graphical representation of the histogram distribution of the personal growth dimension of the family environment scale.

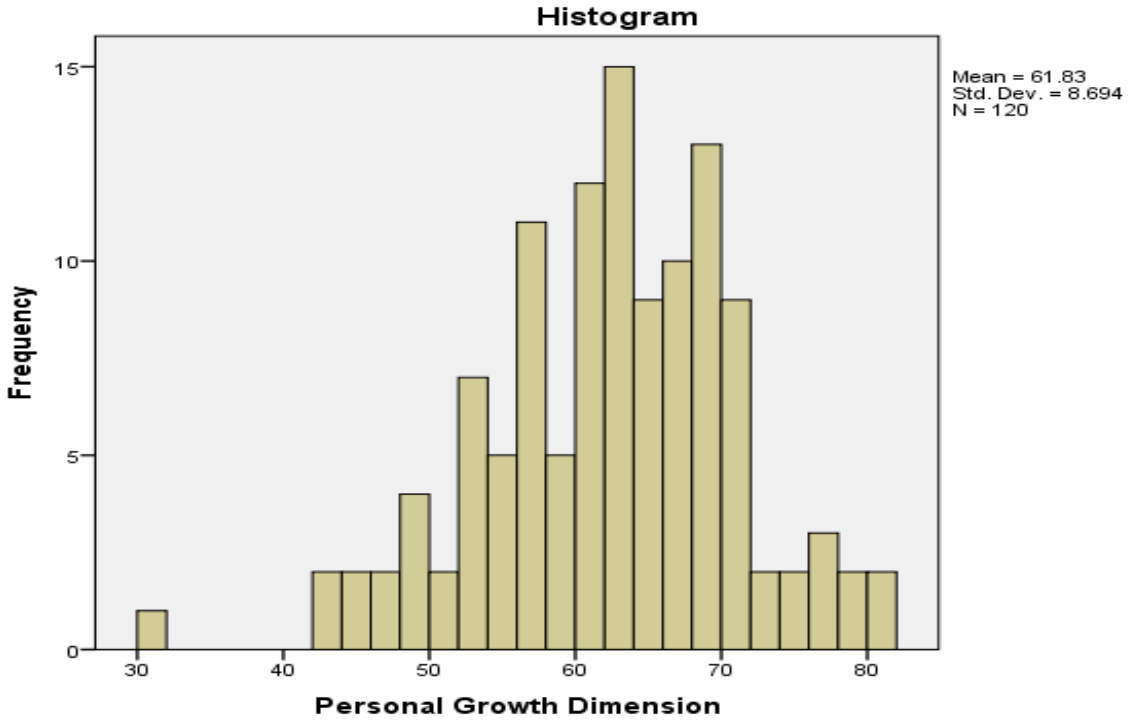


Figure 3: Graphical representation of the histogram distribution of the system maintenance dimension of the family environment scale.

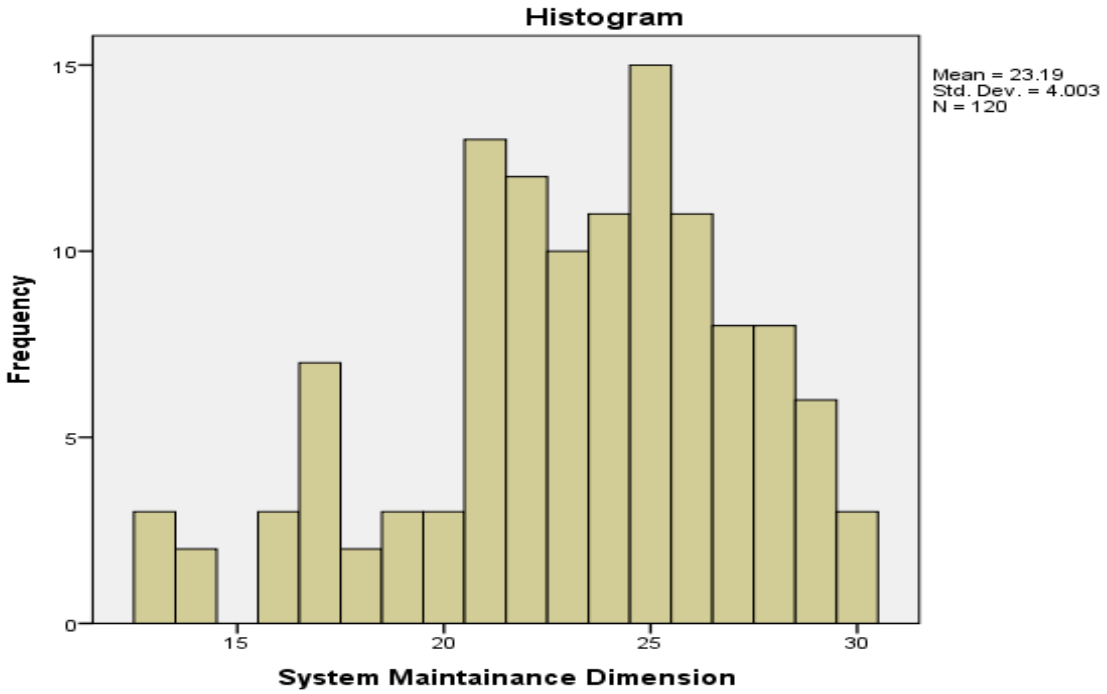


Figure 4: Graphical representation of the histogram distribution of the job satisfaction of the employees.

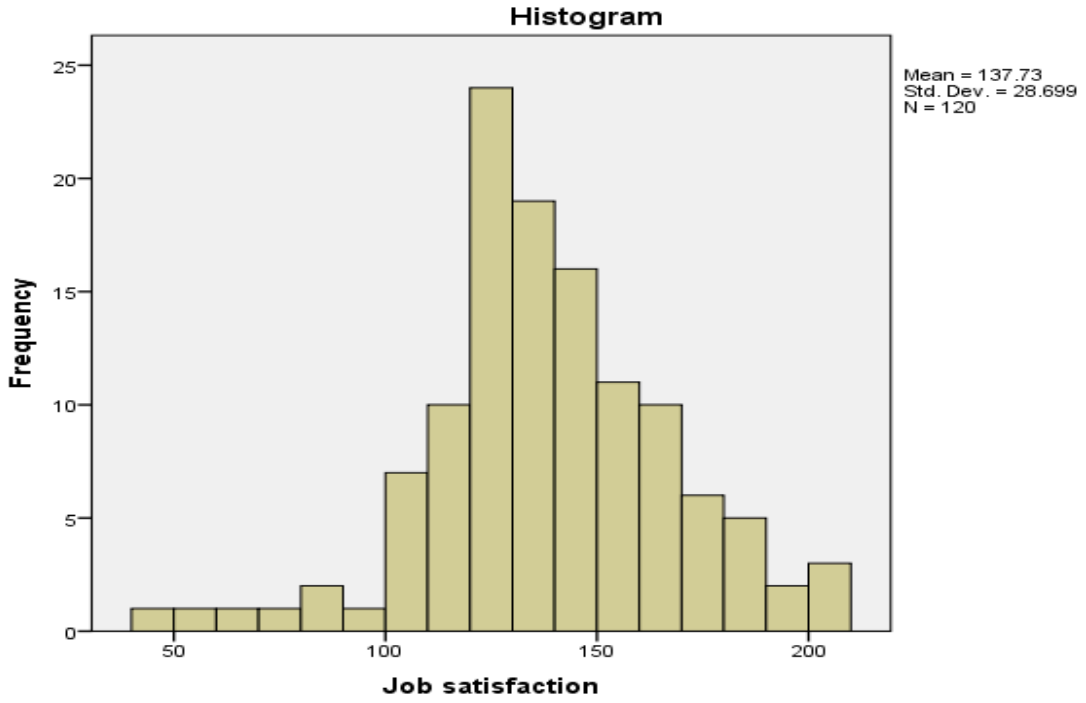


Figure 5: Graphical representation of the histogram distribution of the workplace interpersonal conflict of the employees.

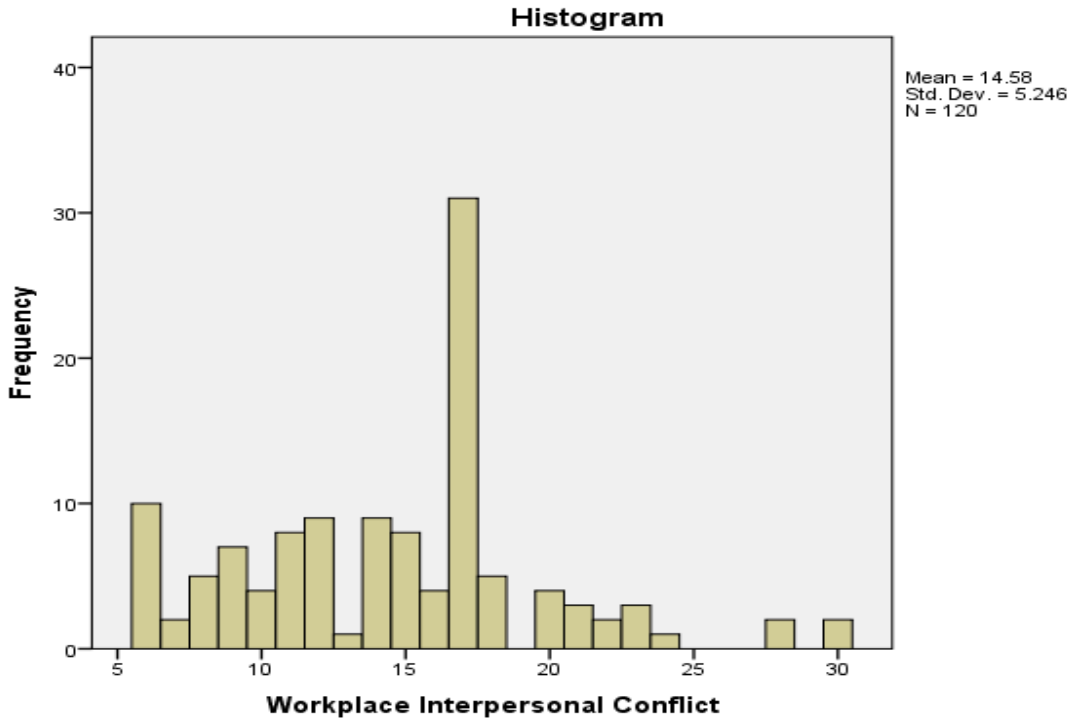


Figure 5: Graphical representation of the histogram distribution of the workplace adjustment in terms of adjusting to the job responsibilities of the employees.

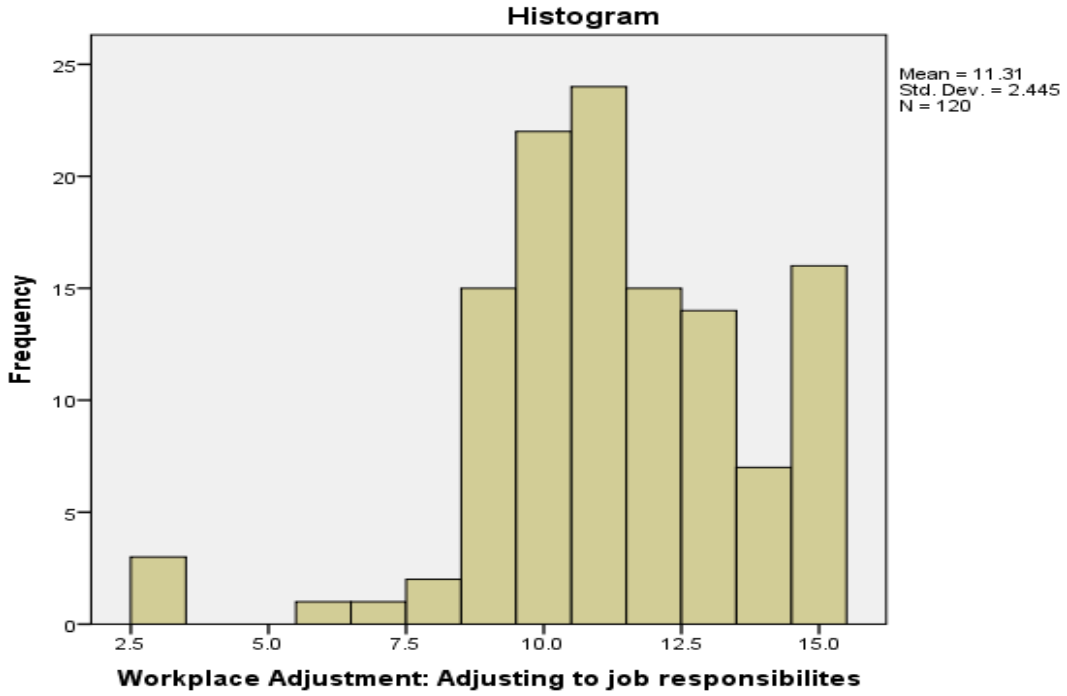


Figure 6: Graphical representation of the histogram distribution of the workplace adjustment in terms of adjusting to the social interactions of the employees.

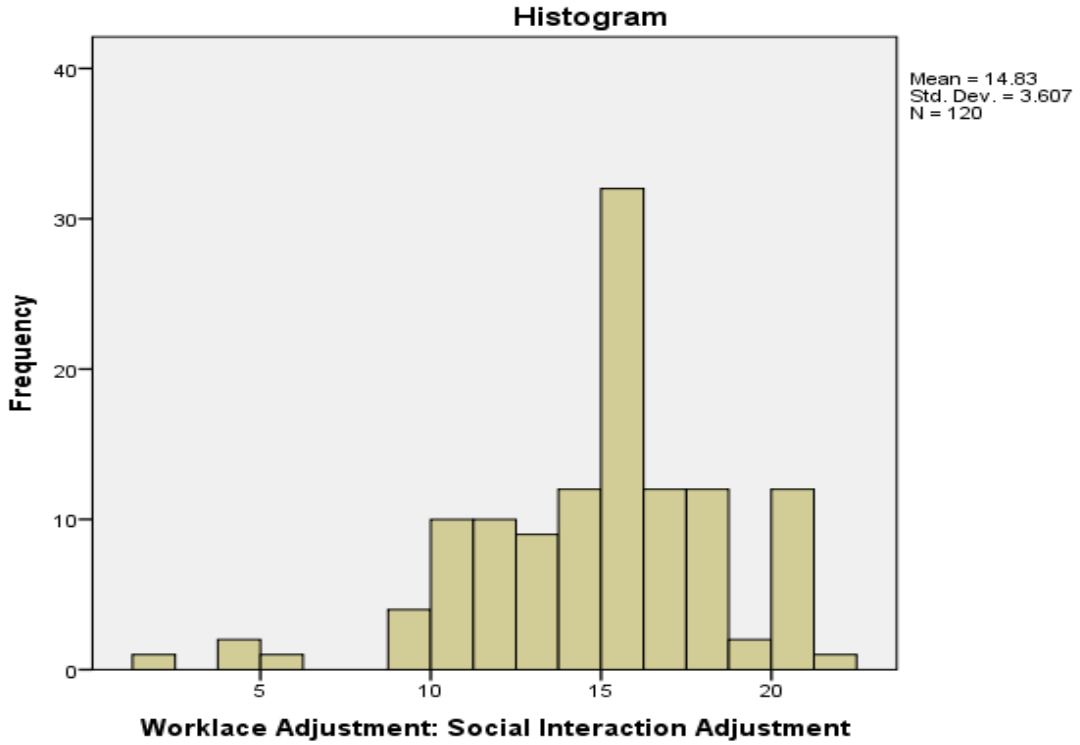


Table 5: A table showing the correlation between the variables of family environment and job satisfaction:

Family Environment Variables		Job Satisfaction
Relationship Dimension	Spearman Correlation Coefficient	0.159
Personal Growth Dimension	Spearman Correlation Coefficient	0.210*
System Maintenance Dimension	Spearman Correlation Coefficient	0.149

*Correlation is significant at 0.05 level (1-tailed test)

Spearman's rank correlation was used to analyse the non-normal data to find the presence of any relationship between the variables of family environment and job satisfaction. The results suggested that personal growth is the only variable on the family environment scale that has a significant and positive correlation with job satisfaction.

Table 6: A table showing the correlation between the variables of family environment and workplace interpersonal conflict:

Family Environment Variables		Workplace Interpersonal Conflict
Relationship Dimension	Spearman Spearman Correlation Coefficient	0.038
Personal Growth Dimension	Spearman Correlation Coefficient	0.097
System Maintenance Dimension	Spearman Correlation Coefficient	0.006

**Correlation is significant at 0.01 level (2-tailed)

The results from the Spearman's correlation between the variables of family environment and workplace interpersonal conflict suggested that neither of the variables of the family environment scales had any significant relationship with workplace interpersonal conflict.

Table 7: A table showing the correlation between the variables of family environment and self-initiated work adjustment learning:

Family Environment Variables		Workplace Adjustment: Adjusting to job responsibilities	Workplace Adjustment: Adjusting to social interactions
Relationship Dimension	Spearman Correlation Coefficient	0.371**	0.242**
Personal Growth Dimension	Spearman Correlation Coefficient	0.301**	0.170
System Maintenance Dimension	Spearman Correlation Coefficient	0.324**	0.289**

**Correlation is significant at 0.01 level (2-tailed)

The results from the Spearman's correlation between the variables of family environment and self-initiated workplace adjustment suggested that the relationship dimension of the family environment has a positive and significant relationship with both the adjustment to job responsibilities and social interactions of the workplace. The personal growth dimension is positively correlated to only adjustment of job responsibilities and not adjustment to social interactions. The system maintenance dimension has again been found to have a positive relationship with both the workplace adjustment domains.

Table 8: A table showing the Mann-Whitney U Test to test gender differences across the variables:

Variables		Mean Ranks	Mann-Whitney U Values	Significance
Relationship Dimension	Female	59.05	1714.000	0.659
	Male	61.85		
Personal Growth Dimension	Female	58.41	1676.500	0.523
	Male	62.46		
System Maintenance Dimension	Female	59.09	1716.500	0.668
	Male	61.81		
Job Satisfaction	Female	62.96	1655.500	0.454

	Male	58.20		
Workplace Interpersonal Conflict	Female	61.77	1724.500	0.697
	Male	59.31		
Self-initiated work adjustment learning: Adjusting to job responsibilities	Female	61.57	1736.000	0.742
	Male	59.50		
Self-initiated workplace adjustment learning: Adjusting to social interactions	Female	60.63	1790.000	0.966
	Male	60.63		

The Mann-Whitney U analysis indicated no difference between the family environment variables and workplace variables among male and female workers.

HYPOTHESIS TESTING:

Hypotheses on family environment and job satisfaction:

$H_0$1.1: There is no significant relationship between the relationship dimension of the family environment and job satisfaction.
Result: As shown by Table 5, $r = 0.159$, $p > 0.05$, it is concluded that the null hypothesis is accepted.

H_a1.2: There is a significant relationship between the personal growth dimension of the family environment and job satisfaction.
Result: As shown by Table 5, $r = 0.210$, $p < 0.05$; hence, while rejecting the null hypothesis, the alternative hypothesis is accepted.

$H_0$1.3: There is no significant relationship between the system maintenance dimension of the family environment and job satisfaction.
Result: As shown by Table 5, $r = 0.149$, $p > 0.05$, it is concluded that the null hypothesis is accepted.

Hypotheses on family environment and workplace interpersonal conflict:

$H_0$2.1: There is no significant relationship between the relationship dimension of the family environment and the workplace interpersonal conflict of the employees.
Result: As shown by Table 6, $r = 0.038$, $p > 0.05$; hence, it is concluded that the null hypothesis is accepted.

$H_0$2.2: There is no significant relationship between the personal growth dimension of the family environment and the workplace interpersonal conflict of the employees.
Result: As shown by Table 6, $r = 0.097$, $p > 0.05$; it is concluded that the null hypothesis is accepted.

$H_0$2.3: There is no significant relationship between the system maintenance dimension of the family environment and the workplace interpersonal conflict of the employees.
Result: As shown by Table 6, $r = 0.006$, $p > 0.05$; it is concluded that the null hypothesis is accepted.

Hypotheses on family environment and work adjustment:

H_a 3.1(a): There is a significant relationship between the relationship dimension of the family environment and adjusting to job responsibilities of the self-initiated work adjustment learning among the employees.
Results: As shown by Table 7, $r = 0.371$, $p < 0.01$; it is concluded that by rejecting the null hypothesis, the alternative hypothesis is accepted.

H_a 3.1(b): There is a significant relationship between the relationship dimension of the family environment and adjusting to social interactions of the self-initiated work adjustment learning among the employees. .
Results: As shown by Table 7, $r = 0.242$, $p < 0.01$; it is concluded that by rejecting the null hypothesis, the alternative hypothesis is accepted.

H_a 3.2(a): There is a significant relationship between the personal growth dimension of the family environment and adjustment to job responsibilities of the self-initiated work adjustment learning among the employees.
Results: As shown by Table 7, $r = 0.301$, $p < 0.01$; hence, the null hypothesis is rejected and the alternative hypothesis is accepted

$H_0$3.2(b): There is no significant relationship between the personal growth dimension of the family environment and adjustment to social interactions of the self-initiated work adjustment learning among the employees.
Results: As shown by Table 7, $r = 0.170$, $p > 0.05$; therefore, the null hypothesis is maintained.

H_a 3.3(a): There is a significant relationship between the system maintenance dimension of the family environment and adjustment to job responsibility of the self-initiated work adjustment learning among the employees.
Results: As shown by Table 7, $r = 0.324$, $p < 0.01$; hence, the null hypothesis is rejected and the alternative hypothesis is accepted.

H_a 3.3(b): There is a significant relationship between the system maintenance dimension of the family environment and adjustment to social interactions of the self-initiated work adjustment learning among the employees.

Results: As shown by Table 7, $r = 0.289$, $p < 0.01$; hence, the null hypothesis is rejected and the alternative hypothesis is accepted.

Hypotheses on gender differences in family environment:

H_0 4.1.1: There is no significant gender difference in the relationship dimension of the family environment.
Results: As shown by Table 8, $p > 0.05$; hence, the null hypothesis is retained.

H_0 4.1.2: There is no significant gender difference in the personal growth dimension of the family environment.
Results: As shown by Table 8, $p > 0.05$; hence, the null hypothesis is retained.

H_0 4.1.3: There is no significant gender difference in the system maintenance dimension of the family environment and the job satisfaction.
Results: As shown by Table 8, $p > 0.05$; hence, the null hypothesis is retained.

Hypotheses on gender differences in job satisfaction:

H_0 4.2: There is no significant gender difference in job satisfaction.
Results: As shown by Table 8, $p > 0.05$; hence, the null hypothesis is retained.

Hypotheses on gender differences in workplace interpersonal conflict:

H_0 4.3: There is no significant gender difference in the workplace interpersonal conflict.
Results: As shown by Table 8, $p > 0.05$; hence, the null hypothesis is retained.

Hypotheses on gender differences in work adjustment:

H_0 4.4(a): There is no significant gender difference in the adjustment to job responsibilities of the self-initiated work adjustment learning.
Results: As shown by Table 8, $p > 0.05$; hence, the null hypothesis is retained.

H_0 4.4(b): There is no significant gender difference in the adjustment to social interactions of the self-initiated work adjustment learning.
Results: As shown by Table 8, $p > 0.05$; hence, the null hypothesis is retained.

CHAPTER V

CHAPTER V: DISCUSSION

The current study sought to investigate the potential links between family environment and several aspects of employment experience, particularly employee job satisfaction, interpersonal conflict at work, and workplace adjustment. Understanding these relationships is crucial in today's organisational context, when personal and professional lives are becoming increasingly linked. A supportive or stressful home environment can have a substantial impact on an individual's psychological well-being, which in turn affects their professional attitude and productivity.

To study this association, data were acquired from a sample of 120 Kolkata-based employees who were all actively engaged in on-site work at their various companies at the time of data collection. This ensured that the participants received direct exposure to typical workplace dynamics, such as face-to-face contacts with coworkers, supervisors, and organisational structures—factors that could be influenced by their home life circumstances.

The nature of the data and the results of normality tests revealed that the data did not meet the assumptions required for parametric statistical analyses. Consequently, non-parametric inferential statistical approaches were used to ensure the robustness and accuracy of the findings. The Statistical Package for Social Sciences (SPSS) version 20 was used to perform Spearman's rank-order correlation to determine the strength and direction of relationships between variables, as well as the Mann-Whitney U test to compare gender group differences.

The investigation of the relationship between family environment variables and job satisfaction found differing degrees of association along different dimensions. Among the three family environment dimensions studied, personal growth had a statistically significant, and positive association with job satisfaction. The positive link between personal growth in the family environment and job satisfaction (Spearman's $\rho = 0.210$, $p < 0.05$) highlights the importance of supportive home environments in shaping favourable work attitudes. This component shows familial dynamics that promote autonomy, accomplishment, and intellectual development – qualities that may aid individuals in developing psychological resources useful in their professional life. These findings support Rice, Frone, and McFarlin's (1992) conclusion that the influence of the family environment on life satisfaction frequently occurs through mediating variables such as job satisfaction and personal well-being. Their model indicated that, while work-nonwork conflict does not directly predict global life satisfaction, it has a considerable impact on job and nonwork satisfaction, both of which contribute to total life satisfaction. Similarly, the current study suggests that a growth-oriented family environment influences job satisfaction through developmental support rather than direct mechanisms such as emotional expressiveness or household structure, allowing individuals to navigate their work roles with greater satisfaction and resilience.

Similarly, Greenhaus and Powell's (2006) theory of work-family enrichment provides a compelling framework for interpreting the study's findings, particularly the positive relationship between the personal growth dimension of family environment and job satisfaction. Their theory holds that experiences in one life domain (e.g., family) can improve

the quality of life in another (e.g., work) by developing personal resources such as skills, psychological resilience, or a sense of meaning. The study's finding of a significant correlation between personal growth and job satisfaction supports this idea: a family environment that encourages independence, achievement, and personal development may improve employees' emotional and cognitive resources, which they then carry into their professional roles. These increased resources are likely to contribute to higher job satisfaction, not because of the job itself, but because the individual is better equipped to engage with and get satisfaction from their employment. The lack of significant correlations for the relationship and system maintenance dimensions ($r = 0.159$, $p > 0.05$; $r = 0.149$, $p > 0.05$, respectively) lends support to Greenhaus and Powell's claim that not all family experiences lead to workplace benefits—only those that contribute to resource development and transfer across domains. Furthermore, research on Indian women employees in Delhi found that family expressiveness was not associated with job satisfaction, which is congruent with the current study. (Paliwal & Soni, 2024).

The analysis of the relationship between the family environment variables and workplace interpersonal conflict revealed that none of the three sub-variables of the family environment, namely the relationship dimension ($r = 0.038$, $p > 0.05$), the personal growth dimension ($r = 0.097$, $p > 0.05$), and the system maintenance dimension ($r = 0.006$, $p > 0.05$), were significantly correlated with workplace interpersonal conflict. This contradicts the findings of Lim and Lee (2011), Ju et al. (2020), and Sharma and Mishra (2021), who found that family-related emotional dynamics, such as support, incivility, or emotional tiredness, might have a major impact on conflict and poor workplace behaviours. These findings demonstrate that strong family support can raise emotional sensitivity to workplace harassment, but family incivility can increase the risk of engaging in uncivil behaviour at work. The absence of such connections in the current study suggests that, for this sample, family environment characteristics may not directly influence how employees handle interpersonal interactions at work. This disparity may be attributable to cultural, vocational, or contextual variables and requires additional exploration.

The analysis of the sub-variables of the family environment and workplace adjustment showed that the relationship dimensions are significantly related to both the sub-variables of the workplace adjustment, namely adjustment to job responsibilities ($r = 0.371$, $p < 0.01$) and adjustment to social interactions ($r = 0.242$, $p < 0.01$). These findings are congruent with those of Habib and Mukherjee (2024), who discovered that family characteristics such as cohesion, conflict, expressiveness, acceptance, and caring are all linked to work adjustment in young people in Kolkata.

The personal growth dimension, which promotes independence, achievement, and intellectual development, was found to be substantially associated with job adjustment ($r = 0.301$, $p < 0.01$) but not with social interaction ($r = 0.170$, $p > 0.05$). This trend suggests that, while personal development within the family setting provides individuals with the competence and confidence to manage tasks, it does not always translate into improved social adaptability. This is consistent with Greenhaus and Powell's (2006) work-family enrichment hypothesis, which

holds that resource gains in one domain (such as competence or problem-solving skills learnt at home) can improve performance in another.
The positive correlation between the system maintenance dimension of the family environment and job responsibilities ($r = 0.324$, $p < 0.01$) and social interactions ($r = 0.289$, $p < 0.01$) highlights the importance of structured and rule-bound family systems in promoting workplace adaptability. This study, based on person-environment (P-E) fit theory (Liu et al., 2019), implies that individuals from households with clear expectations, control, and organisation are more likely to experience a harmonic alignment of home-based resources and job needs. This alignment helps them handle duties and navigate social dynamics at work. In support of this interpretation, Voydanoff (2005) suggested that people are better able to sustain work-family balance and function well in a variety of life domains when their families offer stability, regularity, and role clarity. A stable home environment can foster behavioural traits including self-control, discipline, and job focus, all of which are directly linked to better adjustment in work environments.

The correlations between the aspects of the home environment—personal development, relationship, and system maintenance—and the outcomes of job satisfaction, interpersonal conflict, and workplace adjustment did not differ significantly by gender, according to the current study. This suggests that the impact of family circumstances on various facets of their work lives is felt similarly by male and female employees. Whether it is their level of job satisfaction, their ability to resolve problems at work, or their ability to adapt to social dynamics and obligations, the influence of family variables seems to be the same for both genders. This consistency raises the possibility that, irrespective of gender, the fundamental processes by which family settings influence experiences at work may be widely universal.

This study highlights the significant yet selective influence of the family environment on employees' workplace experiences. While only the personal growth dimension was positively associated with job satisfaction, all three dimensions—relationship, personal growth, and system maintenance—showed notable correlations with aspects of workplace adjustment, particularly in managing job responsibilities and social interactions. These findings support theories like work–family enrichment and person–environment fit, suggesting that supportive and structured family environments can equip individuals with valuable resources for the workplace. However, no significant links were found between family environment and interpersonal conflict at work, indicating that such conflicts may be more influenced by workplace-specific dynamics. This divergence from prior research points to the importance of cultural and contextual factors in shaping work-family interactions.

The lack of gender disparities in the relationships, personal growth, and system maintenance dimensions of the family environment shows that male and female employees have similar familial structures and support networks. This could imply that, in the context of the present study, both genders gain equally from the support and organisation offered by their home contexts. The lack of gender disparities may also reflect shifting family dynamics in modern work environments, where gender roles within the family are becoming more fluid, allowing both men and women to share similar tasks and sources of support.

The study found no significant gender disparities in job satisfaction levels. This finding is similar to Bhagat and Khanam's (2024) study, which revealed no significant gender differences in job satisfaction among corporate employees. These findings indicate that factors impacting job satisfaction may be more directly tied to organisational culture and individual experiences than to gender alone.

In terms of workplace interpersonal conflict, the lack of gender disparities means that male and female employees meet and manage problems in the same way. This conclusion is consistent with Tafvelin et al. (2019), who found that women and men in the same occupation encounter intragroup conflicts in the same manner. It implies that these disparities are not statistically significant and could be impacted by factors other than gender, such as organisational role and cultural background.

The findings revealed no significant gender differences in workplace adjustment, implying that both male and female employees adapt to their work environments with equal efficacy. This finding is congruent with Foldes et al. (2017), who, in their study on expatriates job performance and adjustment, found that men and women working abroad (expatriates) felt equally comfortable adjusting to the new nation or environment.

Overall, the outcomes of this study highlight the complex but continuous influence that the home environment plays in influencing employment experiences. While not all aspects of family life had a direct impact on every area of employment, the selective relationships found—particularly with job satisfaction and workplace adjustment—emphasize the importance of nurturing, developing and structured home environments. The lack of gender disparities across all evaluated factors supports the potential universality of these impacts, implying that modern work and family life are converging in their impact on both male and female employees. These findings not only expand our understanding of work-family relationships but also lay the groundwork for establishing inclusive and family-sensitive workplace policies that benefit a diverse workforce in a changing cultural context.

CHAPTER VI: CONCLUSION

- A significant positive relationship was found between the personal growth dimension of the family environment and job satisfaction.
- A significant positive relationship was found between the relationship and system maintenance dimension of the family environment and adjustment to job responsibilities and social interactions of the workplace adjustment, whereas the personal growth dimension was found to have a significant relationship with only the adjustment to job responsibilities of the workplace adjustment.
- No significant relationship was observed between family environment and workplace interpersonal conflict.
- There were no gender differences in the variables of the family environment and the workplace factors studied.

CHAPTER VII: RESEARCH IMPLICATIONS

- The study emphasizes the family environment as a key factor influencing job satisfaction, interpersonal conflict, and workplace adjustment.
- Organizations in collectivistic cultures like India may benefit from implementing family-friendly policies and wellness initiatives that indirectly boost job-related outcomes.
- The findings support theoretical models such as work-family enrichment and person-environment fit, indicating that personal resources from the family (e.g., support, structure, developmental encouragement) aid in workplace adaptation and performance.
- The absence of gender differences suggests that supportive interventions can be universally applied, rather than tailored specifically by gender.
- These insights can guide HR strategies aimed at improving employee well-being, retention, and productivity through a more holistic, family-aware approach.

CHAPTER VIII: LIMITATIONS

- The use of a self-report questionnaire introduces the possibility of social desirability and response bias, which may influence the accuracy of the data.
- The sample was limited to on-site employees based in Kolkata, and though it included diverse professions, it did not target specific organisations or industries, limiting the generalisability of the findings to other geographic regions or remote work contexts.
- Employment level was not a focus, which may have masked potential variations in experiences based on job hierarchy or tenure.
- While gender differences were explored, other demographic or socio-cultural factors—such as marital status, caregiving responsibilities, or income—were not considered, which could influence the work-family interface.

  Future studies should aim for more heterogeneous samples and multi-method approaches to deepen our understanding of these dynamics.

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APPENDICES

INFORMED CONSENT

I am Ankita Shankhari, currently pursuing Masters in Applied Psychology from Sister Nivedita University, Kolkata. As a part of my master's dissertation, I am conducting research on family influence on professional lives under the guidance of Asst. Prof. Ankita Biswas.

Purpose of the Study: The purpose of the present study is to examine the family influence on the participants' occupational lives.

Procedures: If you agree to participate in this study, you will just need to complete the following forms. The estimated time to finish these would be 15-20 minutes.

Confidentiality: All information collected will be kept confidential. Data will be stored securely and only accessed by the research team. No identifying information will be shared in any reports or publications resulting from this research.

Voluntary Participation: Your participation in this study is entirely voluntary and will cause no harm. You may choose not to participate or withdraw at any time without any penalty or loss of benefits.

This study is intended towards no harm, and neither will the collected data be compromised.

Contact Information for Questions or Concerns: If you have any questions about this research, you may contact Ankita Shankhari at shankhariankita@gmail.com or 91-7439297932.

Consent Statement: By signing below, you acknowledge that you have read and understood the information provided above. You agree to participate in this study voluntarily. You will receive a copy of this consent form for your records.

Signature of Participant: _____

Date: _____

Printed Name of Participant: _____

Signature of the Researcher: _____

SOCIAL DEMOGRAPHICS

Personal Information:

Name in initials:

Age:

Gender:

Marital Status: unmarried/married

Family type: Nuclear/joint

Children (if yes, then how many):

Educational Background (highest degree attained):

Present (diagnosed) physical illness (self):

History of diagnosed physical illness in the family:

Present (diagnosed) psychiatric illness (self):

History of diagnosed psychiatric illness in the family:

Employment Details:

Job Title/Position:

Department/Division:

Duration of Employment (in years):

Employment Status (full-time, part-time, temporary):

Job Level (entry, mid, senior, executive):

QUESTIONNAIRE 1

INSTRUCTIONS: There are some statements below. These statements are about your family. You have to decide which of these statements are applicable to you about your family and which are not. Give us the general impression of your family. There are no right or wrong answers to any statement. Alongside the statements, there are five cells. If you strongly agree with the statement, mark tick (✔) under the cell Strongly Agree. If you strongly disagree with the statement, mark a tick (✔) under the cell Strongly Disagree. For in-between preferences, mark A for 'Agree,' N for 'Neutral' or D for 'Disagree', accordingly. Please respond to each statement and do not leave any statement unanswered.

	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1. We enjoy doing things together.					
2. Family members often do not express their feelings.					
3. Breaking things in anger is quite common in our family.					
4. Making decisions independently is strongly encouraged in our family.					
5. In our family, everyone is encouraged to play and interact with neighbours.					
6. Responsibilities are not taken seriously in our family.					
7. All members of the family are expected to be together for at least one meal in a day.					
8. Affection is expressed openly quite often in our family					
9. Togetherness is the basic feeling of our family.					
10. Our feelings of happiness are shared openly with others in our family.					
11. Beating up people in anger is not seen in our family.					
12. There are a lot of restrictions in our family.					
13. Friends and guests are always welcome in our family.					
14. Everyone in our family is well aware of their responsibilities.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15. Nobody in our family is bothered about rules of any kind.					
16. Everyone in our family listens to what each one of us has to say					
17. Whenever any work comes up, everyone tries to get out of the situation.					
18. It is difficult to express ourselves openly for fear of someone reacting to it angrily					
19. Everyone tries to sort things out if there is a disagreement in the family.					
20. Thinking for ourselves is not encouraged in our family.					
21. We often go out together for movies in our family.					
22. Going for programs without informing at home is not accepted in our family.					
23. Nobody bothers to look after anyone else in our family.					
24. Any new situation that arises is discussed openly in the family in order to get ideas and suggestions from everybody.					
25. We talk about our personal problems to each other in our family.					
26. When members are angry, they do not talk to each other for days together.					
27. In our family, members ask for what they need, quite openly.					
28. Having hobbies is encouraged in our family.					
29. Quite often members of our family stay out without informing at home.					
30. Only when we do something well we get praise and attention from others in our family.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
31. Family members do not get along with each other					
32. Complaining about something that we don't like is not accepted in our family.					
33. Finding faults with each other is quite common in our family.					
34. It is difficult to do something on your own in our family, without someone feeling rejected or left out.					
35. Watching T.V. is our only form of entertainment.					
36. There is plenty of time and attention for everyone in our family.					
37. Everyone comes together to sort out any new situation that may arise in our family.					
38. At home we feel free to do anything we want to.					
39. Shouting in anger is not common in our family.					
40. Everyone is expected to accept all decisions made in the family, whether they like it or not.					
41. Our family members are just confined to either work or school					
42. We are careful not to hurt anyone in the family by making thoughtless remarks.					
43. Whenever something needs to be done in the house everyone joins in happily.					
44. When any member is feeling upset, he/she talks to someone in the family.					
45. The members of our family constantly keep bickering over small matters.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
46. Whenever a marriage takes place in our family the person concerned is asked his/her views.					
47. We go out often to visit friends or relations.					
48. In our family if anyone is upset, there is always someone to comfort them.					
49. There is no sense of closeness in our family.					
50. The family members often keep their feelings to themselves.					
51. Whenever anyone in our family is angry with another member, he makes sure to sort out things with him.					
52. The decision to take on or continue a particular job is taken by the family members concerned in consultation to other family members.					
53. Joking and laughing is not encouraged in our family.					
54. When things get tough, there is always someone in the family whom we can turn to.					
55. When someone is sick in our family everyone participates in looking after the person.					
56. Expressing an opinion about matters at home is strongly encouraged in our family.					
57. Whenever a family member does something well, the other members feel upset about it.					
58. All major decisions in our family are taken by the elders in our family, without asking anyone else's opinion.					
59. There is a lot of affection amongst our family members.					
60. When a family vacation is planned we all give our suggestions.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
61. Our family believes in not letting differences continue unsorted out.					
62. If any member gets into trouble, he/she gets help and sympathy from other family members.					
63. When in trouble, all of us stand up for our family member.					
64. Quite often members of our family fail to arrive at a mutually acceptable solution.					
65. When anyone makes a mistake the other members ridicule him.					
66. In our family, we enjoy sitting together and talking to each other.					
67. Showing anger by banging doors is rarely seen in our family.					
68. Members of our family are very critical of each other.					
69. All of us participate together in family functions/programmes.					

QUESTIONNAIRE 2

Instruction: For the following set of questions, please show how often each happens by circling one response next to each question. In the past 30 days, how often have you:

	Never	Almost never	Some -times	Often	Very often
1. Felt like you were treated unfairly by others at work?					
2. Had a disagreement with others over the work you do?					
3. Been shown a lack of respect or felt underappreciated by others at work?					

4. Been treated with hostility or rude behavior by others at work?					
5. Had others yell at you at work?					
6. Been blamed or criticized for something that was not your fault by others at work?					

QUESTIONNAIRE 3

Instruction: Please circle the one number for each question that comes closest to reflecting your opinion about it.

	Disagree very much	**Disagree moderately**	**Disagree slightly**	**Agree slightly**	**Agree moderately**	**Agree very much**
1. I feel I am being paid a fair amount for the work I do.						
2. There is really too little chance for promotion on my job.						
3. My supervisor is quite competent in doing his/her job.						
4. I am not satisfied with the benefits i receive.						
5. When i do a good job, i receive the recognition for it that i should receive.						
6. Many of our rules and procedures make a good job difficult.						
7. I like the people i work with						
8. I sometimes feel my job is meaningless						
9. Communications seem good within this organisation						

	Disagree very much	**Disagree moderately**	**Disagree slightly**	**Agree slightly**	**Agree moderately**	**Agree very much**
10. Raises are too few and far between						
11. Those who do well on the job stand a fair chance of being promoted.						
12. My supervisor is unfair to me.						
13. The benefits we receive are as good as most other organisations offer						
14. I do not feel that the work i do is appreciated.						
15. My efforts to do a good job are seldom blocked by red tape.						
16. I find i have to work harder at my job because of the incompetence of people i work with						
17. I like doing the things i do at work.						
18. The goals of this organisation are not clear to me.						
19. I feel unappreciated by the organisation when i think about what they pay me.						
20. People get ahead as fast here as they do in other places.						
21. My supervisor shows too little interest in the feelings of subordinates.						

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
22. The benefit package we have is equitable.						
23. There are few rewards for those who work here.						
24. I have too much to do at work.						
25. I enjoy my coworkers.						
26. I often feel that I do not know what is going on with the organisation.						
27. I feel a sense of pride in doing my job.						
28. I feel satisfied with the chances for salary increases.						
29. There are benefits which we do not have which should have						
30. I like my supervisor						
31. I have too much paperwork.						
32. I don't feel my efforts are rewarded the way they should be.						
33. I am satisfied with my chances for promotion.						
34. There is too much bickering and fighting at work.						
35. My job is enjoyable.						
36. Work assignments are not fully explained						

QUESTIONNAIRE 4

Instruction: Please circle the one number for each question that comes closest to reflecting your opinion about it.

	Never	**Rarely**	**Sometimes**	**Often**	**Very often**
1. I offer myself for work that is instructive for me					
2. I attract activities that allow me to develop further.					
3. To learn new things, i consciously take on challenging tasks.					
4. I consult others to get a better grasp of work.					
5. I look for experienced colleagues to learn from					
6. I ask colleagues to do something together.					
7. I ask colleagues for feedback.					